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ABSTRACT

This compilation of approximately 1,400 document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication data, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains approximately one hundred resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL-94-482). Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions; a listing of project titles grouped alphabetically by state follows this section. Appearing for the first time in this series of publications is a concluding section of abstracts of dissertations in progress on topics relating to vocational and technical education, career education, adult education, and the practical arts. Information for each of the seventy-six dissertations announced includes title, researcher, institution and address, department, adviser, and estimated completion date. (LRA)

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Resources in Vocational Education 12

1979 Volume 12 Number 6

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The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road Columbus, Ohio 43210

U.S. DEPARTMENT OF HEALTH,
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Information Products

The Complete VT-ED Cross-Reference Index for the AIM/ARM System, compiled by Kathleen Jezierski and Joan Mitric, 1978. ED 164 800.

An aid to locating documents processed for the AIM/ARM information system, this index consolidates over 17,000 VT (AIM/ARM accession) numbers in one easy-to-use guide with cross reference to the ERIC system's numbering. Availability of documents through the ERIC Document Reproduction Service (EDRS) is shown.

Writer's Guide to Publication Development: How to Get Your Publication into an Information Retrieval System, by Kathleen Jezierski, 1978. ED 164 799.

This document provides a set of instructions and a model to guide authors in developing publications that meet both the criteria of federal and state government sponsors and criteria for inclusion in information retrieval systems. Included are step-by-step instructions on format, considerations for physical appearance, a brief discussion of content requirements, and a short section on copyright considerations.

Current Projects in Vocational Education – FY 1976. Abstracts of Projects Supported in Fiscal Year 1976 and the Transition Quarter under the Vocational Education Amendments of 1968 (Parts C, D, I, and J). Compiled by Wesley E. Budke and Ruth Gordon, 1977. ED 138 782.

This compilation presents abstracts of 221 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1976 and the transition quarter (July 1–September 30, 1976). The projects relate to research, demonstration, curriculum development, and bilingual vocational training.

Current Projects in Vocational Education–FY 1977. Abstracts of Projects Supported in Fiscal Year 1977 under the Vocational Education Amendments of 1968 (Parts C, D, I, and J). Compiled by Ruth Gordon and Lois Ann Sellers, 1978. ED 151 611.

This compilation presents abstracts of 199 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1977. The projects relate to research, demonstration, curriculum development, and bilingual vocational training.

Resources in Vocational Education is a bimonthly publication of the National Center Clearinghouse at the National Center for Research in Vocational Education. Requests for information, changes of address, and other mail items should be addressed to: Resources in Vocational Education, Information and Field Services Division, the National Center for Research in Vocational Education, the Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210. Telephone: (614) 486-3655

Editor: Patricia Arthur

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Project Officer:	Paul Manchak
Contractor:	The National Center for Research in Vocational Education The Ohio State University Columbus, Ohio 43210
Executive Director:	Robert E. Taylor
Disclaimer:	This publication was prepared pursuant to a contract with the Bureau of Occupational and Adult Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Office of Education position or policy.
Discrimination Prohibited:	Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, the National Center for Research in Vocational Education Project, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must operate in compliance with these laws.

Foreword

Finding available information is a major task for researchers, curriculum specialists, teachers, administrators, and students. The National Center for Research in Vocational Education is dedicated to helping others find useful information.

Resources in Vocational Education is prepared bimonthly by the staff of the National Center for Research in Vocational Education under a contract with the U.S. Office of Education, Bureau of Occupational and Adult Education. Included are abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded proposals. The full text of most documents announced in *Resources in Vocational Education* is available in microfiche or hard copy from the ERIC Document Reproduction Service (EDRS). Microfiche also is available in local ERIC microfiche collections.

We appreciate the contributions of state research coordinating units, curriculum coordination centers, instructional materials laboratories, local school systems, colleges and universities, and professional associations. Members of the profession are encouraged to send instructional and research material for possible inclusion in future issues of *Resources in Vocational Education*.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

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SAMPLE DOCUMENT RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title

Organization where document originated.

Date published

Contract or Grant Number.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means ficrofiche; "HC" means hard copy. When listed "not available from EDRS," other sources are cited above.

ED 137 505 08 **CE 009 927**

Lee, Arthur M

Learning a Living across the Nation. Volume V. Project Baseline. Fifth National Report. Baseline Year: 1974-75 (Fiscal Year 1975). Part I: Narrative Report.

Northern Arizona Univ., Flagstaff. Project Baseline

Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—P 5573

Pub Date Nov 76

Contract—OEC 0 72 0414

Note—188p.; For a related document see CE 010 512

Available from—Project Baseline, 6502 N. 35th Avenue, Phoenix, Arizona 85017

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Adult Education, Annual Reports, Cooperative Programs, *Data Analysis, Data Collection, Disadvantaged Youth, *Educational Assessment, *Educational Finance, *Educational Legislation, Educational Needs, Enrollment, *Enrollment Trends, Expenditures, Females, Handicapped Students, Minority Groups, Personnel Needs, Post Secondary Education, Secondary Education, Special Programs, Statistical Data, Student Characteristics, Tables (Data), *Vocational Education, Work Study Programs

Identifiers—Education Amendments 1976 Title II, *Project Baseline, United States

This is the first part of a two-part fifth volume in a series of annual reports on the status of vocational education in the United States. It primarily reports the developments that have taken place each year in the numbers and characteristics of students enrolled, programs, costs, and results. (The entire study initiated by Congress in 1971, is known as Project Baseline.) Chapter I is a brief overall summary of the past five years, and Chapter II is a summary of the statistical tables in Part 2 (a separate document) of this report as well as previous years. Information covers enrollment (expansion in 1974-75, growth among the States, occupational areas, co-op, youth organizations, percent of secondary students, analysis of data on women, disadvantaged and handicapped, and ethnic minorities), expenditures, completions and placements, instructional personnel, and manpower training under CETA. Chapter III discusses title II of the Education Amendments of 1976 (Vocational Education Act) and examines some serious data problems. Chapter IV discusses information on vocational education that has not been covered by previous and present statistical summaries i.e., impact of Federal legislation, strengths and weaknesses of vocational education today, student benefits, duplication between manpower training and vocational education. The financing of continued expansion of vocational education in the face of dwindling tax resources is discussed in Chapter V. Chapter VI is largely a discussion of Project Baseline's role in the five years of its existence and what its role may be in the future. Appendixes include the text title II of the Education Amendments of 1976 and other data related to the Baseline project. (SH)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials.

DOCUMENTS

Resumes

The document resumes presented in this section are numerically ordered by ED number. Users may scan this section for documents of interest, or use the subject, author, or institution indexes to locate documents in a specific field or produced by a particular author or institution.

ED 160 730 CE 013 706

Huff, Sheila M.

Competency-Based Education and the World of Work.

Syracuse Research Corp., Syracuse, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SURC-TR-75-584

Contract—400-75-0036

Note—18p.; For related documents see CE 013 705-707, ED 134 542, and ED 144 243

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Development, Changing Attitudes, Credentials, Educational Needs, *Educational Policy, Educational Research, Employment Potential, *Employment Qualifications, *Performance Based Education, *Relevance (Education), Research Needs, *Work Attitudes

Some issues in connection with competency-based education (CBE) and the world of work discussed by the author include the relevance of CBE programs to work, the changing attitudes of students and young workers toward work, "credentialism" or the continual upgrading of educational requirements for employment, underemployment and CBE, and others. The author concludes that evaluation, policy analysis, and research in the areas of education and work are needed to make education more relevant to job needs. Appended research and analysis suggestions from a paper by James O'-Toole of the University of Southern California concern the need for policy analysis and evaluation of educational research to provide ways to utilize CBE as a lever on problems of underemployment and credentialism. (MF)

ED 160 731 CE 013 707

McClelland, David C. And Others

Pedagogy and Competency-Based Education. Paper No. 3, Series of 6.

Syracuse Research Corp., Syracuse, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SURC-TR-75-585

Pub Date—[75]

Contract—400-75-0036

Note—18p.; For related documents see CE 013 705-706, ED 134 542, and ED 144 243

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Differences, Educational Improvement, *Educational Needs, *Educational Objectives, *Educational Research, Intellectual Disciplines, *Performance Based Education, *Research Needs, Social Indicators, Teaching, Teaching Methods

The introduction to this paper considers competency-based education, the goals of education, and the need for some social indicators of how well students are meeting these goals. The main body of the paper looks at competency differences, instructional approaches, and educational research in several areas: focus of new research; natural variations; differences by school type, subject matter, and instructional approach; aptitude-treatment interactions; self-selection; and compensatory education. The author concludes that research support should be granted for a series of interrelated studies on how to increase a particular competency, rather than for single experiments which have little cumulative educational value. (MF)

ED 160 732 CE 013 709

Green, Thomas F.

Competency-Based Education Viewed from "The System."

Syracuse Research Corp., Syracuse, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SURC-TR-75-606

Contract—400-75-0036

Note—15p.; For related documents see CE 013 705-707, ED 134 542, and ED 144 243

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Assessment, *Educational Benefits, *Educational Change, *Educational Policy, *Performance Based Education, Relevance (Education), Resource Allocations, Social Exchange Theory, *Social Values, Socioeconomic Status, *Systems Analysis

The author raises questions in analyses of educational policy issues and suggests possible answers to them. The questions concern the nature of changes in the educational system from a given proposed policy change, the magnitude of such change, and the length of time needed to secure the anticipated magnitude of change. Competency-based education (CBE) is discussed in the context of these changes. The theme is the need for a "rational" connection between education and the world of work or successful living, or, put another way, a "rational" link between allocation of educational benefits and the allocation of non-educational social goods. Different concepts of "rational" are noted. The changing social value of education, with its changing socioeconomic implications, is related to the CBE movement and its potential. (MF)

ED 160 733 CE 014 929

Patton, Bob And Others

Unit of Instruction: Writing, Teaching, Supplementing.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—75

Note—79p.

Available from—Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074 ($3.00)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Activity Units, *Behavioral Objectives, Curriculum Development, Educational Objectives, Guidelines, *Inservice Teacher Education, *Instructional Design, *Instructional Materials, Learning Activities, *Material Development, Occupational Information, Performance Based Education, *Teaching Procedures, Units of Study, Vocational Education, Writing

Identifiers—Oklahoma

This manual was prepared to guide educators in developing curriculum using performance (behavioral) objectives that include content information. The material is presented in three units: writing a unit of instruction, teaching a unit of instruction, and supplementing a unit of instruction. Each unit contains terminal and specific objectives for the teacher, suggested activities and instructional materials, information sheets (definitions, components, and procedures for the performance objectives), and teacher assignment sheets and tests. Instructions for writing specific vocational job sheets and for orienting students to jobs are included in the units. The manual is intended to present the material so that the teacher will be able not only to write but also to teach and supplement the unit performance objectives developed in this format. (MF)

ED 160 735 CE 015 693

Vocational and Special Education. Program Review. A Study Conducted on Behalf of the State of Alaska Department of Education–Dr. Marshall Lind, Commissioner.

Martini and Associates, Ltd., Anchorage, Alaska.

Spons Agency—Alaska State Dept. of Education, Juneau.

Pub Date—72

Note—72p.; Not available in hard copy due to reproducibility problems

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Comparative Analysis, *Cost Effectiveness, *Educational Accountability, Educational Finance, Elementary Secondary Education, *Enrollment, Enrollment Rate, Exceptional Child Services, Field Interviews, Financial Support, *Income, Program Evaluation, School Districts, *Special Education, *Vocational Education

Identifiers—Alaska

The State of Alaska Department of Education, through management consultants, conducted a study in eight selected school districts to ascertain the following: (1) effectiveness of vocational education programs offered at the secondary level, (2) adequacy of special education services provided to exceptional children at all levels, and (3) comparative analysis of state fiscal impact in the areas of vocational and special education. Program information was obtained through interviews with school personnel. For the years 1970-71 and 1971-72, enrollment analysis, cost analysis, and revenue analysis were performed for vocational education and special education programs in each district. On the basis of the accumulated data, certain general findings and recommendations were formulated. Two of the eight major findings in vocational education revealed the following: program administrators appear to disagree philosophically with the basic purpose of vocational education, and the Foundation Support formula favors small school districts with small school enrollments and discriminates against medium and large school districts that enroll over fifty full time equivalent students. The special education portion of the study found a wide discrepancy in state services to exceptional children. Geographic isolation, peculiar makeup of student populations, lack of trained teaching staff, and lack of ancillary support services contribute to these discrepancies. (CSS)

ED 160 737 CE 015 951

Access to Knowledge. Volume II. Data Collection and Analysis: An Appendix to The Report of the Florida Commission on Educational Outreach and Service.

Florida Commission on Educational Outreach and Service, Tallahassee.

Pub Date—76

Note—111p.; Not available in hard copy due to reproducibility problems; For a related document see ED 138 299

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Access to Education, Adult Education, Adult Educators, *Adults, Adult Students, College Administration, Community Leaders, Data Analysis, *Data Collection, *Learning Activities, Needs Assessment, *Outreach Programs, Postsecondary Education, Program Effectiveness, Sampling, *State Surveys, Tables (Data), University Administration

Identifiers—Florida, Florida Commission Educational Outreach Service

This appendix gives a detailed explanation of how data was collected in a Florida statewide study designed primarily to determine the degree and type (or desired degree and type) of adult participation in learning activities. The sections in the report are descriptive in nature, and a major portion of the material is comprised of tables, interview schedules, questionnaires, and other exhibits. The report is divided into five major sections. Section 1 presents the methodology for the population survey and includes the sample design, interviewing techniques, and findings. Sections 2 and 3 describe the surveys of selected public and private organizational leaders to determine current and future instructional needs and to assess research and other service outreach. Section 4 briefly reviews the College and University Presidents' Outreach Inventory. The final section examines the contents and results of the questionnaires developed to obtain student and faculty evaluations and recommendations concerning library services. (To understand the data presented in this appendix, the reader must consult Volume I, "Access to Knowledge," which is also in the ERIC system–see note.) (CSS)

ED 160 739 CE 016 462

Senderowitz, Judith Hebert, Brenda

Community Survey on the Status of Women. 2nd Edition.

Population Inst., Washington, D.C.

Pub Date—Oct 77

Note—44p.; Portions of some pages in this document may not reproduce well because of broken type

Available from—The Population Institute, 110 Maryland Avenue NE, Washington, D.C. 20002 ($2.00)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bibliographies, Business, Community Involvement, Community Leaders, *Community Role, *Community Surveys, Comparative Statistics, Education, Finance Occupations, Fine Arts, Government Employees, Health Occupations, Labor Force, Labor Unions, Laws, Local Government, Mass Media, Mathematicians, *Occupational Surveys, Politics, *Power Structure, Publicize, Recreation, Religion, *Research Methodology, Scientists, *Working Women

This how-to kit for conducting a survey on the positions women hold in local occupational and decision-making structures is divided into six sections. Section I provides an explanation of the survey and its goals. Section II includes several survey questions and practical tips for finding the answers for each of eleven categories: Law, education, government and politics, health, media, the arts, business and finance, labor, religion, sports, and science and math. A sample question is: What percentage of state trial court judges in your district are women? The tip for finding the answer is: Call the court directly and speak to the clerk of the court. Section III suggests how to organize the survey group and how to collect, compute, and analyze the data. Section IV supplies comparative statistics for the United States in the eleven categories and includes two charts on percentages of women in selected occupations in the United States and in countries around the world. Section V gives tips on successful publicity campaigns, including how to get coverage of a survey's findings in the media, with other groups and agencies, and with political structures. Notes on preparation of a newsworthy press release and on other newspaper coverage are included. Section VI gives lists of organizations and publications under each of the eleven categories which could be resources for follow-up information. (LMS)

ED 160 741 CE 016 574

Hole, F. Marvin Byrd-Bredbenner, Debra Carol

Coordinated In-Service Activities for Health Occupations Teachers in Central Pennsylvania. Final Report. Vocational-Technical Education Research Report. Health Occupations, Monograph Number 8. Volume 16, Number 2 (Departmental Classification Number).

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—Jun 78

Note—304p.; Due to poor print quality, some pages in this document, along with the photographs, will not reproduce well; For a related document see ED 156 837

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Clinical Experience, Curriculum Development, Demography, Dental Assistants, *Educational Coordination, Evaluation Methods, *Health Occupations Education, *Inservice Programs, Post Secondary Education, Regional Programs, Secondary Education, Teacher Certification, Teacher Characteristics, *Teacher Education, *Teacher Improvement, Teacher Programs, *Teachers, *Teacher Workshops, Teaching Experience, Teaching Methods

Identifiers—Pennsylvania

Three workshops were held in 1977 in central Pennsylvania to provide a coordinated effort to improve and expand the knowledge of health occupations teachers on the secondary and postsecondary levels. Each workshop provided five days of concentrated learning activities in one of the following areas: methods of instruction for health occupations teachers, evaluation in health occupation education, and dental-assisting activities for health occupations teachers. The participant preservice and inservice teachers attended sessions designed to provide them with up-to-date information on health occupations education; with continuity of effort in Pennsylvania health occupations programs; with methods for improving instruction and developing, designing, and evaluating courses; with guidelines for new and emerging clinical experience activities; and with the background to meet certification requirements. Based on surveys of the demographic characteristics and workshop evaluations of the participants, it was found that: (1) while a majority had experience in nursing, few had experience in other fields of health occupations education; (2) a majority held teaching certificates and usually were certified to teach more than two subject areas; (3) a majority planned to implement or had already used information gained at the workshops; and (4) generally the workshops were worthwhile, open, and effective. Future inservice activities of this type were recommended. (ELG)

ED 160 742 CE 016 600

Picou, J. Steven And Others

Significant Other Influence, Career Choice and Achievement: Selective Theoretical and Conceptual Approaches. Research and Development Series No. 111.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jan 76

Contract—NE-C-00-3-0079

Note—70p.; Parts of bibliography may be marginally legible due to print quality

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Achievement, Background, Career Development, *Concept Formation, Interpersonal Relationship, Literature Reviews, Models, *Occupational Aspiration, *Occupational Choice, Research Needs, Self Concept, *Social Influences, Socioeconomic Influences, Status, Theories

Identifiers—*Significant Others

The monograph reviews theoretical, conceptual, and empirical research on occupational choice and achievement. It begins by delineating the major macro-theoretical approaches in occupational sociology and vocational psychology, leading to a consideration of conceptual development of occupational choice. An overview of status attainment models and a perspective on the significance of status attainment literature, in terms of significant other influence, concludes the monograph. In the concluding section are comments on theoretical and conceptual convergence, career development and the life cycle, and needed research in these areas. Eight figures, two tables, and ten pages of references are provided. (MF)

ED 160 743 CE 016 612

A Knowledge Development Plan for the Youth Employment and Demonstration Projects Act of 1977.

Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

Pub Date—77

Note—44p.; Not available in hard copy because of faint and broken print

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Action Research, Demonstration Projects, Dropout Programs, Employment Opportunities, Federal Aid, Federal Legislation, Federal Programs, *Job Development, *Manpower Development, Methods Research, On the Job Training, *Program Planning, Work Experience, *Youth Employment, *Youth Programs

Identifiers—YEDPA, *Youth Employment Demonstration Projects Act 1977

The Youth Employment and Demonstration Projects Act of 1977 (YEDPA) authorizes a variety of demonstration projects to explore different approaches to help youth complete high school and enter the world of work. This report discusses the issues that must be considered in designing action program approaches and outlines the knowledge development plan structured in accordance with YEDPA, which has four major components: Young Adult Conservation Corps; Youth Incentive Entitlement Pilot Projects; Youth Community Conservation and Improvement Projects; and Youth Employment and Training. Provisions for the various parts of these four components are described. It is emphasized that this statement of knowledge development activities is a planning document, designed to test ideas and furnish a foundation for subsequent efforts. (MF)

ED 160 744 CE 016 686

Wircenski, Jerry L.

The Development of a Competency Based Teacher Education Curriculum Model. Final Report.

Purdue Univ., Lafayette, Ind. Dept. of Industrial Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—Aug 77

Note—87p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrative Personnel, Administrator Attitudes, Agricultural Education, *Curriculum Design, Curriculum Development, Field Studies, Higher Education, *Models, Occupational Home Economics, *Performance Based Teacher Education, *Teaching Skills, Technical Education, Trade and Industrial Education, Undergraduate Students, *Vocational Education

This study had three objectives: (1) design a competency based teacher education curriculum model for vocational-technical education (agriculture, home economics, and vocational-industrial); (2) validate the competencies by field testing them with regular vocational teachers, vocational directors, and state personnel; and (3) field test the competencies in three sub-models with prospective teachers in the regular undergraduate vocational teacher education programs at Purdue University. An existing list of competencies developed by the Center for Vocational and Technical Education at Ohio State University was reviewed and supplemented through a review of the literature and other competency based teacher education programs. From the list those competencies considered part of the undergraduate program were clustered into ten sub-models which list new or existing courses offered at Purdue University. Three sub-models were selected for field testing, one in each of the three program areas. Performance objectives for each competency statement in the sub-models were written and then used as a pre- and post-test self measure. In conjunction with the field test, the complete list of competency statements was validated with vocational administrators through the use of an opinionnaire. From the findings it was concluded that vocational administrators have a tendency to rate nearly all professional competencies as having greater importance than the teachers, both teachers and administrators rate instructional methods and management the highest, and the competencies can be achieved in an undergraduate teacher education program. (Questionnaires and the competency lists are appended.) (JH)

ED 160 745 CE 016 702

Elliott, William

Role and Responsibility of Industry in the Professional Development of Vocational Educators.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—Apr 78

Note—16p.; Paper presented at the 1978 Technical Assistance Conference, "Business-Industry-Labor Inputs into Vocational Education Personnel Development" (Columbus, Ohio, April 3-5, 1978); For related documents see CE 016 703-704 and CE 016 706

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business, Business Responsibility, Colleges, Community Involvement, *Cooperative Planning, Industry, *Inplant Programs, *Inservice Teacher Education, Labor Unions, Professional Training, Program Administration, Program Design, Program Development, *Program Improvement, Program Planning, *School Industry Relationship, Teacher Associations, Universities, *Vocational Education, Vocational Education Teachers

Identifiers—Economics in the Classroom Seminars

Since little attention has been given to defining a role for industry in the professional development of educators, the need exists for an administrative structure that facilitates jointly-sponsored in-service education with planning to identify participants, determine individual objectives and work stations, to supervise work experience, and to arrange for academic credit. One example of a strategy used to bridge the communication gap that often exists between education and industry is a series of seminars called "Economics in the Classroom," which was part of a teacher professional development model that combined the resources of public schools, business/industry, organized labor, state/local community organizations, teacher organizations, and local colleges/universities. The successful formula used for the design and implementation of these seminars could serve as a model for structuring professional development programs for vocational teachers. The key element seems to be the responsibilities of the groups comprising the steering committee. Also central to the success of a collaborative relationship is the involvement and initiative of the local plant manager. Staff development is necessary for vocational educators to continue to improve their performance and keep up-to-date in their fields. The private sector should play a direct role in the design of the program, hosting some of the conferences, providing instructional personnel and facilities, and assisting in the evaluation of the training. (BM)

ED 160 746 CE 016 703

McLaughlin, Daniel R.

Working Effectively with the Community Power Structure.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—Apr 78

Note—15p.; Paper presented at the 1978 Technical Assistance Conference, "Business-Industry-Labor Inputs into Vocational Education Personnel Development" (Columbus, Ohio, April 3-5, 1978); Not available in hard copy due to reproducibility problems; For related documents see CE 016 702-704 and CE 016 706

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Business, *Community Involvement, *Cooperative Planning, Guidelines, *Individual Power, Industry, Interpersonal Competence, Labor Unions, Organizational Theories, *Power Structure, *School Industry Relationship, *Vocational Education

Divided into two sections, this document suggests a number of ways to work with power structures in developing a collaborative effort between business, education, labor, industry, and government. In section I, the author presents his own understanding of power (position power and individual power) and provides a theoretical framework for the actions described in section II. (This theoretical framework includes two basic elements which are needed in working with the power structure: knowledge of self and an understanding of the continual friction between old and new in every society or organization.) In section II, the author describes the process of forming a collaboration with the help of the power structure. The first step described in the process is thinking, a step which requires careful examination of thoughts and the strengthening of convictions. The second step described is to discuss these convictions with peers and trusted associates before presenting these beliefs to strangers. Finally, the author lists twelve guidelines to assist the educator in successfully involving outside groups in education. (BM)

ED 160 747 CE 016 704

Clark, Donald M.

Using Community-Wide Collaborative Councils for the Professional Development of Vocational Educators.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—Apr 78

Note—13p.; Paper presented at the 1978 Technical Assistance Conference, "Business-Industry-Labor Inputs into Vocational Education Personnel Development" (Columbus, Ohio, April 3-5, 1978); Not available in hard copy due to reproducibility problems; For related documents see CE 016 702-703 and CE 016 706

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Advisory Committees, *Community Involvement, Community Support, *Cooperative Planning, Economic Factors, Employment Problems, Employment Projections, *Inservice Teacher Education, Labor Market, Needs Assessment, Program Improvement, Program Planning, *School Industry Relationship, *Vocational Education, Vocational Education Teachers

Identifiers—Work Education Councils

One of the major developments in the effort to link the workplace and education has been the formation of community-based councils, primarily industry-education councils and work-education councils. These councils have generally focused their efforts on easing the transition of youth from education to work. They have also been organized to assist educational institutions in career education, staff/curriculum development, career guidance, occupational information, school-based job placement, and student work experience. Vocational education can benefit significantly from the experience gained in education/work by the variety of community-wide advisory councils cited previously. Industry-education councils and other community-wide advisory mechanisms offer vocational educators the type of linkage to the workplace that can lead to effective programmatic change consistent with employer expectations. There are four areas which should be considered in discussing professional development of vocational educators within the context of the industry-education cooperation movement and community-wide collaborative councils: (1) an assessment of the major changes in the marketplace as a requirement for occupational planning; (2) an examination of economic policies and the problem of the unskilled and underemployed; (3) an analysis of two major community support systems to the education/work effort; and (4) suggested council-vocational education initiatives in professional development. (BM)

ED 160 748 CE 016 706

Riendeau, Albert J.

50 Ways to Get More Out of Your Advisory Committee.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—Apr 78

Note—18p.; Paper presented at the 1978 Technical Assistance Conference, "Business-Industry-Labor Inputs into Vocational Education Personnel Development" (Columbus, Ohio, April 3-5, 1978); For related documents see CE 016 702-704

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advisory Committees, Business Responsibility, *Community Involvement, Community Responsibility, *Cooperative Planning, *Guidelines, Program Development, Program Improvement, Program Planning, *School Industry Relationship, School Responsibility, Teamwork, *Vocational Education

Preceding a list of fifty ways to use advisory committees more effectively is a discussion on the expanding roles of vocational education and their advisory councils and on their relationship as a team. The list is intended to assist vocational instructors and administrators and is not meant to be exhaustive. The following ten examples are representative of some of the ideas included in the list: (1) involve members in planning ways for making occupational education available, attractive, and meaningful to all students without regard to race, creed, sex, religion, or geographical location; (2) send a reminder letter along with an agenda of the coming meeting to each member about two weeks before a scheduled meeting and invite suggestions for inclusion on the agenda; (3) provide members with maps of the campus to assist them in locating parking, meeting rooms, etc.; (4) inform the members about the pertinent actions and activities of the State Board for Vocational Education; (5) invite the members to school functions such as graduation, open house, special exhibits, athletic events, and plays; (6) encourage school administrators to reward the committee's efforts when particular goals have been achieved; (7) work through members to arrange a conducted tour of industrial facilities for school field trips; (8) put a name plate on donated equipment showing the contributing member's name and firm; (9) avoid unnecessary detail work for the advisory committee members; and (10) have in attendance at all committee meetings a representative of the occupational education department. (BM)

ED 160 749 CE 016 732

Schrader, Marvin

Articulation of Bookkeeping/Accounting Competencies between Secondary and Postsecondary Levels in the Lakeshore VTAE District. Final Report.

Lakeshore Vocational, Technical, and Adult Education District, Cleveland, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—Oct 77

Note—101p.; Not available in hard copy due to reproducibility problems

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Accounting, Advanced Placement, *Articulation (Program), *Bookkeeping, *Business Education, *Business Skills, Guidance Counseling, Information Dissemination, Interinstitutional Cooperation, Performance Based Education, Postsecondary Education, Program Development, Regional Planning, Regional Programs, Senior High Schools, Skill Development, Technical Institutes, Vocabulary

Identifiers—Lakeshore Technical Institute WI, Lakeshore Voc Tech Adult Education District WI, *Wisconsin

Designed to assist teachers and counselors in the articulation between secondary and postsecondary bookkeeping-accounting programs, this project developed competencies and levels that could be used in developing courses and planning capstone programs, in assisting students in program and course selections, and in eesing student transition from high school to postsecondary programs. The list of competencies required for bookkeepers and accountant jobs was developed from existing task analyses conducted by the Oregon Board of Education in 1973. Information regarding competencies and proficiency levels taught in the high school and technical school courses was obtained from participating teachers in the project and a survey of all high schools within the Lakeshore Vocational, Technical, and Adult Education District. To disseminate the results of the study, a meeting was held with Lakeshore district high school teachers, administrators, and counselors, and the following recommendations were presented: (1) the articulation program should be continued; (2) the various terminology used in referring to the same competency or task should be disseminated throughout the district; and (3) an instrument should be developed for determining advanced standing or placement at Lakeshore Technical Institute so that students do not duplicate their high school courses. (ELG)

ED 160 752 CE 016 860

Rice, Eric Etheridge, Rose

Strategies to Eliminate Sex Stereotyping and Sex Bias: An Administrator's Manual.

System Sciences, Inc., Chapel Hill, N.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—77

Contract—300-75-0258

Note—213p.; Not available in hard copy due to marginal print quality in original document; For related documents see CE 016 861, CE 016 881-882, and CE 016 885-886

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Attitudes, *Administrator Education, Change Strategies, Community Programs, Discriminatory Legislation, Educational Needs, *Educational Strategies, Inservice Education, Labor Force, Needs Assessment, Program Development, Program Evaluation, Secondary Education, *Sex Discrimination, *Sex Stereotypes, State School District Relationship, *Vocational Education, Workshops

Part of a series devoted to identifying and evaluating strategies which vocational education administrators and instructors can use at the secondary student, teacher, or administrator level to eliminate sex stereotyping and sex bias in vocational education programs, this manual provides information to aid administrators in developing and implementing such programs. Divided into four sections, it contains material to meet administrator needs which were identified by a needs assessment survey. The first section includes suggested strategies for State Education Agencies' assistance to Local Education Agencies (LEA), programmatic strategies for the LEA to use on their own, and a list of program activities from which local vocational administrators can choose. To aid in designing program evaluations, the second section offers an introduction to evaluation methods and provides a checklist of evaluation questions. The next section is composed of four concept papers to give administrators basic information on the topics of (1) stereotypes, discrimination, and sexism; (2) sex stereotyping in school; (3) sex stereotyping, bias, and discrimination in the work force; and (4) sex discrimination and the law. In the final section, a two-to-three day workshop is described that combines general data, legal information, and solution activities for instructors, counselors, and administrators. A chart detailing the workshop's objectives, activities, and evaluation methods is included, followed by the materials (checklists, tests, information, and data analysis) needed to address each objective. (ELG)

ED 160 753 CE 016 861

Etheridge, Rose M. Rice, Eric

Eliminating Sexism: Rewriting the Scripts. An Informational Guide to Sex Stereotyping, Sex Bias and Sex Discrimination. Instructor's Manual.

System Sciences, Inc., Chapel Hill, N.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—76

Contract—300-75-0258

Note—209p.; For related documents see CE 016 860, CE 016 881-882, and CE 016 885-886

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Curriculum Development, Curriculum Guides, Discriminatory Legislation, Individualized Instruction, Labor Force, *Learning Activities, Performance Based Education, Racial Discrimination, Resource Materials, Secondary Education, Sex Differences, *Sex Discrimination, *Sex Stereotypes, Statistical Data, Student Evaluation, Teaching Methods, *Vocational Education

Part of a series devoted to identifying and evaluating strategies which vocational education administrators and instructors can use at the secondary student, teacher, or administrator level to eliminate sex stereotyping and sex bias in vocational education programs, this manual provides teachers with instructional materials concerning the current status of men and women in several areas of life. Designed for individualized student instruction, the six units included cover the following topics: (1) physical and behavioral differences between men and women; (2) the meanings of stereotyping, discrimination, and sexism; (3) sex bias, stereotyping, and discrimination in the work force, using statistical data to show the impact of these factors; (4) sex stereotyping and minority groups, emphasizing the double discrimination that minority women face; (5) sex stereotyping in school, examining the stereotyped behavior, attitudes, and values that schools either teach or reinforce; and (6) the illegality of sex discrimination. Each unit is introduced by materials intended for the teacher's use: the unit's educational aims, a general introduction, specific educational objectives, an abstract, suggestions for teaching preparation, key concepts, additional student activities, learning time required, evaluation methods, and additional reference sources. The student materials in each unit are formatted as follows: the unit's objectives, small informative segments including self-check questions with answers, and a post-test. (ELG)

ED 160 754 CE 016 879

Hoyman, Ronald D.

The Development of a Series of Recommendations and Procedures Required in Administration of a Centralized Program of Occupational Competency Assessment.

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—May 78

Note—164p.; Master's Thesis, Pennsylvania State University ; Parts of appendix marginally legible due to print quality; Best copy available

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Evaluation Methods, Masters Theses, Occupational Tests, Performance Criteria, *Program Administration, State Programs, *Teacher Evaluation, *Teacher Qualifications, Teaching Skills, Testing, *Vocational Education Teachers

Identifiers—Pennsylvania

A study was conducted to provide information and representative examples necessary for the establishment of administrative procedures required in conducting a statewide program to assess the occupational competency of vocational-technical instructors. The data used in the study was obtained from a review of the current literature, samples of forms and procedures used in Pennsylvania's occupational competency assessment program, and interviews. From these a series of eight proposed recommendations and procedures for the administration of a centralized program were made. These are discussed under the following topic headings: (1) funding and proposal guidelines for a program of occupational competency assessment, (2) development of a centralized office for occupational competency assessment, (3) procedures for evaluation of the candidate in occupational competency assessment, (4) coordination and use of National Occupational Competency Testing Institute Examinations, (5) procedures for development of written occupational competency examinations, (6) procedures for development of performance occupational competency examinations, (7) procedures for test development and test examiner workshops, and (8) procedures for maintenance and improvement of occupational competency assessment. (Over one-half of the document is appended material related to the procedures discussed.) (JH)

ED 160 755 CE 016 881

Rice, Eric And Others

Sex Stereotyping, Bias, and Discrimination in the World of Work: A Workbook. Instructor's Manual.

System Sciences, Inc., Chapel Hill, N.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—76

Contract—300-75-0258

Note—166p.; For related documents see CE 016 860-861, CE 016 882 and CE 016 885-886

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Discriminatory Legislation, *Employment, Evaluation Methods, Homemaking Skills, Job Application, Job Search Methods, *Learning Activities, *Manpower Utilization, Occupations, Performance Based Education, Reference Materials, Salaries, Secondary Education, *Sex Discrimination, *Sex Stereotypes, Social Attitudes, Student Evaluation, Teaching Methods, *Vocational Education, Volunteers, Workbooks, Working Women

Part of a series devoted to identifying and evaluating strategies which vocational education administrators and instructors can use at the secondary student, teacher, or administrator level to eliminate sex stereotyping and sex bias in vocational education programs, this workbook provides information and activities that require students to gather and analyze data and draw conclusions about the world of work, and particularly about the effects of sex discrimination, stereotyping, and bias. Intended for use in the classroom, the four instructional units cover the following topics: work, beliefs about working men and women, looking for a job, and on the job. Within these topics, the various issues that are discussed include salaries, legal rights, occupational sex stereotyping, and the definition of work. Each unit is introduced by materials intended for the teacher's use: (1) a general introduction, (2) specific objectives, (3) specific concepts, (4) teaching suggestions, (5) evaluation methods, and (6) directions about specific activities. The student materials include an introduction explaining background information on the topic and directions for the exercises as well as reference sources. These activities can be used by the students individually or in groups. A chart in the teacher's introduction rates all the activities according to their difficulty and importance and indicates the prerequisites required. (ELG)

ED 160 756 CE 016 882

Rice, Eric And Others

In Search of a Job: A Simulation Activity in Occupational Decision-Making. Instructor's Manual.

System Sciences, Inc., Chapel Hill, N.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—76

Contract—300-75-0258

Note—93p.; Sample job application forms included at the end of this document will not reproduce because of poor print quality; For related documents see CE 016 860-861, CE 016 881, and CE 016 885-886 ; Best copy available

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Decision Making Skills, Employer Attitudes, Employment, Employment Interviews, Employment Opportunities, Financial Needs, Job Application, *Job Search Methods, Learning Activities, Lesson Plans, Needs Assessment, Occupational Information, *Occupations, Performance Based Education, Salaries, Secondary Education, *Sex Discrimination, *Sex Stereotypes, *Simulation, Skill Development, Social Attitudes, Teaching Methods, Vocational Education

Part of a series devoted to identifying and evaluating strategies which vocational education administrators and instructors can use at the secondary student, teacher, or administrator level to eliminate sex stereotyping and sex bias in vocational education programs, this simulation activity involves students in real-life situations requiring family and job decisions and demonstrates how these decisions are related to sex stereotyping and sex bias in society at large. In the simulation activity, each student is assigned a role as either a family member who is looking for a job or as an employer who is seeking to fill a job opening. From this role playing, students will gain skills in decision-making, interviewing techniques, filling out job application forms, comparing income needs and salary possibilities, and participating in group interactions. A teacher's manual is provided which includes introductory and orientation materials as well as lesson plans for five classroom sessions. Each lesson plan outlines the session's goals, time requirements, materials distribution, activities, teaching methods, and a summary of the lesson. The student's materials which are to be used in the simulation activity under the teacher's direction include descriptions of a town and its families and employers, sample help wanted ads, job descriptions, interview guidelines, and application blanks. (FLG)

ED 160 757 CE 016 885

Rice, Eric Etheridge, Rose

The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs. Executive Summary.

System Sciences, Inc., Chapel Hill, N.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—77

Contract—300-75-0258

Note—47p.; For related documents see CE 016 860-861, CE 016 881-882, and CE 016 886 ; Parts marginally legible due to print quality

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, Change Strategies, Community Programs, Curriculum Development, Curriculum Evaluation, *Educational Assessment, Educational Needs, *Educational Strategies, Information Needs, Instructional Materials, Needs Assessment, Program Effectiveness, Research Needs, Resource Materials, Secondary Education, *Sex Discrimination, *Sex Stereotypes, State of the Art Reviews, State Programs, Student Attitudes, *Vocational Education

A study was conducted to identify, develop, and evaluate alternative strategies which vocational educators could employ with students, teachers, and/or administrators to eliminate and prevent the restrictive influences of sex stereotyping and sex bias on the interests, attitudes, occupational expectations, and training offered to secondary school students of both sexes. Using a three-phase methodology (an assessment of the state-of-the-art, a survey of vocational administrators' needs, and the development and evaluation of student curricular strategies), it was found that (1) state and local programs are in initial development stages; (2) information needs exist in the following areas: curricular materials for all students, teacher and administrator inservice and resource materials, program development information, and program implementation information; (3) curricular strategies and staff-created curricular materials have significant impact on student awareness, attitudes, and knowledge about sex bias; and (4) need exists for further research on the elimination of sex bias in vocational education. At the conclusion of the study, six products were published: this executive summary; a final technical report (CE 016 886); an administrator manual, entitled "Strategies to Eliminate Sex Stereotyping and Sex Bias" (CE 016 860); and three sets of student materials, entitled "Eliminating Sexism: Rewriting the Scripts" (CE 016 861); "Sex Stereotyping, Bias and Discrimination in the World of Work: A Student Workbook" (CE 016 881); and "In Search of a Job: A Simulation Activity in Occupational Decision-Making" (CE 016 882). (Author/ELG)

ED 160 758 CE 016 886

Rice, Eric Etheridge, Rose

The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs. Final Report. Volume I. Final Technical Report.

System Sciences, Inc., Chapel Hill, N.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—77

Contract—300-75-0258

Note—107p.; Not available in hard copy due to faint print in original document; For related documents see CE 016 860-861, CE 016 881-882, and CE 016 885

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Attitudes, Change Strategies, Community Programs, Curriculum Development, Curriculum Evaluation, *Educational Assessment, Educational Needs, *Educational Strategies, Information Needs, Instructional Materials, Needs Assessment, Program Effectiveness, Research Needs, Resource Materials, Secondary Education, *Sex Discrimination, *Sex Stereotypes, State of the Art Reviews, State Programs, Student Attitudes, *Vocational Education

A study was conducted to identify, develop, and evaluate alternative strategies which vocational educators could employ with students, teachers, and/or administrators to eliminate and prevent the restrictive influences of sex stereotyping and sex bias on the interests, attitudes, occupational expectations, and training offered to secondary school students of both sexes. Using a three-phase methodology (an assessment of the state-of-the-art, a survey of vocational administrators' needs, and the development and evaluation of student curricular strategies), it was found that (1) state and local programs are in initial development stages; (2) information needs exist in the following areas: curricular materials for all students, teacher and administrator inservice and resource materials, program development information, and program implementation information; (3) curricular strategies and staff-created curricular materials have significant impact on student awareness, attitudes, and knowledge about sex bias; and (4) need exists for further research on the elimination of sex bias in vocational education. At the conclusion of the study, six products were published: this final technical report; an executive summary (CE 016 885); an administrator manual, entitled "Strategies to Eliminate Sex Stereotyping and Sex Bias" (CE 016 860); and three sets of student materials, entitled "Eliminating Sexism: Rewriting the Scripts" (CE 016 861), "Sex Stereotyping, Bias and Discrimination in the World of Work: A Student Workbook" (CE 016 881), and "In Search of a Job: A Simulation Activity in Occupational Decision-Making" (CE 016 882). (Author/ELG)

ED 160 760 CE 017 012

Neave, Guy, Ed.

Research Perspectives on the Transition from School to Work. Report of a European Contact Workshop Organised by the Institute of Education (ECF) under the Auspices of the Council of Europe with the Participation of the Commission of the European Communities, Brugge, July 1977.

Council of Europe, Strasbourg (France).

Pub Date—78
Note—141p.
Available from—Swets Publishing Service, Heereweg 347 b, 2160 AH Lisse, Holland
Document Not Available from EDRS.
Descriptors—Bibliographies, Curriculum Development, Curriculum Evaluation, Disadvantaged Youth, Dropouts, *Educational Research, Needs Assessment, Part Time Students, *Research Methodology, *Research Problems, Secondary Education, Student Motivation, Teaching Methods, *Vocational Education, Workshops, *Youth Employment
Identifiers—Denmark, Great Britain, Netherlands, Switzerland

This report presents papers, analyses, and recommendations of a five-day workshop held to explore the relationship of education and youth employment. Five papers delivered at the meetings are included: "Current Assumptions on the Nature and Purpose of Secondary Education and Its Relation to Education 16-19," by Edmund King; "Review of Research into Aspects of the Education and Training of Young Part-Time Students," by Marjorie Holt; "Purposes and Effectiveness of Current Research into the Education of Young People Who Are at Work," by Burkart Sellin; "Methodological Problems Encountered in Research Projects on the Education of Young People at Work," by Hans Seitz; and "Non Methodological Problems of Educational Research in the Area of Young People Aged 16-19 Who Are at Work," by Gerhard Welbers and Udo Reuter. An introductory paper and a summary of the proceedings provide an analysis of the workshop presentations and discussions while a separate section outlines the recommendations that the participants made for future research in the areas of youth motivation, curriculum development, organizational patterns for education, curriculum evaluation, and additional issues such as the needs of disadvantaged youths. In the appendixes are (1) addenda to the Holt and King papers, focusing on other perspectives of their topics and (2) information about the Danish Secretariat for Youth Research. A bibliography of relevant publications lists books, journal articles, research projects, registers and abstracts of research, and research publications of British, Dutch, and Swiss origin. (ELG)

ED 160 761 CE 017 033

Henrie, Helen H. Whiteford, Emma B.
The Teleconference. A Supervisory Procedure in Educational Clinical Experiences.
Minnesota Univ., Minneapolis. School of Home Economics.
Spons Agency—Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.
Pub Date—Feb 72
Note—58p.
Available from—University of Minnesota, Minnesota Research Coordinating Unit, 145 Peik Hall, 159 Pillsbury Avenue, Minneapolis, Minnesota 55455
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Attitudes, Audiotape Recordings, Cost Effectiveness, Educational Research, Feedback, Home Economics Education, Lesson Observation Criteria, Lesson Plans, Methods Research, *Practicum Supervision, Student Teacher Relationship, *Student Teaching, *Teaching Methods, *Telephone Instruction
Identifiers—*Teleconferences

Alternatives to the face-to-face supervision of home economics student teachers through the use of audiotapes and teleconferences were explored in this three-phase (academic quarter) study. Information was gathered about attitudes of participants toward the teleconference, changes in abilities to formulate written teaching plans, and changes in the pattern of classroom interaction when both of these changes are the focal point of feedback using normal supervisory procedure or the teleconference, and relative cost and personnel time involved in providing supervision through normal on-site procedures or the teleconference. Teaching centers to which the students were assigned were designated as control (on-site) or experimental (teleconference). Both groups received normal on-site supervision early in the quarter. Following this, each student submitted an audiotape recording of a class taught and the corresponding lesson plan. The experimental group participated in a teleconference in lieu of the second on-site visit received by the control group. Finally, all student teachers submitted a second audiotape and lesson plan. The findings revealed positive reactions to the teleconference, slight variations in lesson plans and classroom interaction between groups, and financial savings and fewer working hours with the teleconference. (JH)

ED 160 765 CE 017 221

Callahan, J. Thomas
A Curriculum Guide for Power Technology, Grades 9-12.
Pub Date—78
Note—58p.; Master's Degree (University of Wisconsin-Platteville)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Auto Mechanics, Bibliographies, Career Awareness, Class Size, Course Content, *Curriculum Development, Curriculum Guides, Electricity, Electronics, Energy, Engines, Equipment, Equipment Maintenance, Evaluation Methods, *Industrial Arts, *Industrial Education, Performance Based Education, *Power Mechanics, Resource Materials, Senior High Schools, Teaching Methods, Transportation

Designed to help the high school industrial arts instructor in teaching power technology, this curriculum guide concentrates on seven subject areas: exploratory power technology, electricity, electronics, small gas engines, automotive repair, transportation, and alternate energy sources. The general course objectives are identified as enabling the student to (1) gain an understanding of how power is produced, controlled, converted, stored, and conserved; (2) place power technology in the broader context of industrial technology; (3) develop an awareness of career opportunities in the power technology industry; (4) select, use, and repair products of the industry as a consumer; (5) develop the ability to work with technically oriented materials and develop logical working procedures; (6) develop responsible and safe working attitudes and practices; and (7) develop a knowledge of shop processes and the care and use of power technology tools and equipment. For each of the seven subjects, an outline of the course content is provided as well as specific behavioral objectives and textbook materials. Various methods of instruction are suggested, including lecture, lecture demonstration, class discussion, lab experiences, and supplementary activities such as field trips, guest speakers, and audiovisual presentations. To insure the effectiveness of the "hands on" laboratory experiences, it is recommended that class size be limited to sixteen to twenty-four students. No specific examinations for student evaluation are provided, although various methods of evaluation of both students and teachers are discussed. A bibliography lists books and microform reproductions on power technology instruction. (ELG)

ED 160 766 CE 017 262

Fields, Charles E. Drucker, Eugene H.
Development of a Regional Manpower Information System. Research and Development Project. Final Report.
New Albany - Floyd County Consolidated School Corp., Ind.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Indiana State Board of Vocational and Technical Education, Indianapolis.
Pub Date—Jun 78
Note—142p.; Not available in hard copy because of poor print quality in original document
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Education, *Educational Needs, Educational Planning, Employer Attitudes, Employers, Employment Opportunities, Employment Qualifications, Employment Statistics, *Information Systems, Inplant Programs, Interviews, Job Skills, Labor Demands, Labor Supply, *Manpower Needs, *Manpower Utilization, Needs Assessment, Occupational Information, Post Secondary Education, Program Development, *Regional Planning, Secondary Education, Surveys, Vocational Education, Work Experience
Identifiers—Indiana (River Hills Region)

A project was initiated (1) to improve internal communications among various vocational education providers within the River Hills Region (Indiana), (2) to improve external communication among providers and users of products of vocational education, and (3) to incorporate vocational education information into regional planning efforts. Local vocational educators were interviewed regarding the development of the new manpower information system, and the literature was reviewed pertaining to the utilization of manpower data for planning vocational education programs. Vocational educators selected the types of data to be collected in a needs assessment. A survey instrument and interviews were used to obtain manpower data from employers in the region. Occupational supply and demand data was collected. Information on employment qualifications, training needs, and employer reactions to vocational education were also obtained. Eighty percent of employers expressed satisfaction with vocational programs. One-third of those offering suggestions mentioned the need to provide the students with more experience. The data collected will be used by vocational educators within the region for planning vocational education programs and will provide baseline data for evaluating community training needs, and if possible, to establish coordinated planning at the regional level. (Survey instruments are appended.) (CSS)

ED 160 767 CE 017 267

Sheppard, N. Alan And Others
Teaching Tips on Cultural Differences in Vocational Education. A Guidebook of Selected Activities for Teaching Students Who Are Ethnically and/or Culturally Different.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.- Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Note—117p.
Available from—Harry L. Smith, Public Information and Publications, State Department of Education, Richmond, Virginia 23216 ($4.00)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—American Indians, Asian Americans, Behavior Patterns, Blacks, Cross Cultural Training, Cultural Awareness, Cultural Background, *Cultural Differences, *Cultural Education, Cultural Factors, Cultural Pluralism, Cultural Traits, Effective Teaching, Ethnicity, *Learning Activities, Performance Based Teacher Education, Secondary Education, Spanish Americans, Student Needs, Students, Teacher Evaluation, *Teaching Methods, *Vocational Education, *Vocational Education Teachers

Intended to aid secondary school vocational education teachers, this document provides learning activities for educators to use in meeting the needs of culturally diverse students and outlines strategies to improve teaching effectiveness in overcoming cultural differences. Section I summarizes background information on cultural pluralism and the cultural diversity in education. Four groups are identified as constituting the majority of ethnic groups in the U.S.: Blacks, American Indians, Hispanics, and Orientals. While section II gives an overview of cultural diversity in vocational education, section III is divided into parts to cover the attributes of each of the four major ethnic groups. Both sections II and III contain learning activities, objectives, group activity sheets, informative handouts, and annotated resource lists for additional information. The learning activities in section III primarily consist of discussions designed to increase the teacher's awareness of how cultural heritages differ from the Anglo culture that dominates the school system and how these differences can affect school behavior and performance of culturally diverse students. Section III also provides activities aimed at developing teaching strategies that recognize the uniqueness of Black-, Hispanic-, Asian-, and Native-American cultures. Section IV deals with implications for instructional strategies and the teacher's role in working with culturally diverse pupils, such as understanding the special psychological, emotional, and security needs of these students. (ELG)

ED 160 771 CE 017 404

Braaten, Larry Miller, Annette

Annual Report on State Research Coordinating Unit Activities for the Period October 1, 1976-September 30, 1977. Fiscal Year 1977.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—Jun 78

Note—144p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Activities, Annual Reports, Coordination, Federal Aid, Federal State Relationship, Financial Support, Information Dissemination, Research Design, Research Needs, *Research Projects, Research Proposals, *State Programs, *Vocational Education

Identifiers—Puerto Rico, United States, *Vocational Education Amendments 1968

Completing a series of annual reports (all of which have been entered into the ERIC system), this thirteenth report summarizes information received from State Research Coordinating Units (RCU) regarding all state-administered research activities; all activities reported are included, whether or not they were funded under section 131(b) of Part C of the Vocational Education Amendments of 1968. The purpose of the report is to provide information that will help states be aware of research and development conducted by other states, thus facilitating the exchange of information and reducing duplication of effort. States are arranged alphabetically, and for each state the following information, to the extent it is applicable, is given: names of the State Director of Vocational Education and the State RCU Director, projects completed, new projects funded, research related activities, and projects and activities planned. No reports were received from eleven states. And of the other territories included after the states (American Samoa, Guam, Puerto Rico, Trust Territory of the Pacific Islands, and the Virgin Islands), only Puerto Rico's report was received. (JH)

ED 160 772 CE 017 407

Ekstrom, Ruth B.

Evaluating Women's Homemaking and Volunteer Experiences for College Credit.

Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date—May 78

Note—9p.; Paper presented at the conference on Continuing Education Programs for Women—Issues and Trends (Columbus, Ohio, May 12, 1978)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Counseling, Adult Students, *College Credits, *Experiential Learning, Females, *Homemaking Skills, Housewives, Job Skills, Knowledge Level, Nontraditional Students, Post Secondary Education, Skill Analysis, Student Certification, *Student Evaluation, *Volunteers, *Womens Education

A study was made to identify the competencies women gain from their volunteer work and homemaking experiences and to develop materials helpful to women and to colleges in evaluating these experiences for college credit. By a review of the literature and interviews and surveys of adult women, the investigators identified fourteen volunteer work areas and six homemaking areas related to topics covered in many college courses. Using these twenty categories, the investigators developed a set of competency assessment tools under such areas as manager of home finances and public relations/-communications. These lists are the core of a series of workbooks. One workbook for college counselors focuses on the basic phases in evaluating women's experiential learning. The first phase includes identifying student goals, identifying related background, and completing the application for admission. The second phase involves identifying the student's prior learning experiences and grouping them into clusters of related activities. In the third phase, assessment, the relevance of the student's experiential learning to departments or to specific courses is identified. Next the student and counselor determine the best method of assessing the student's prior learning, by formal or informal means. If informal evaluation is chosen, the next steps are to form an evaluation team and to prepare an assessment agreement. Following evaluation, the student is notified of the outcome and the counselor takes action for credits to be placed on the student's transcript. (LMS)

ED 160 773 CE 017 508

Bliss, Tamara And Others

The Doing Book. An Experiential Approach to Consumer Education.

Middlesex Community Coll., Bedford, Mass. Consumer Resource Center.

Pub Date—73

Note—121p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, Citizenship Responsibility, Community Resources, Consumer Economics, *Consumer Education, Consumer Protection, *Experiential Learning, Group Activities, Group Discussion, Leaders Guides, *Learning Activities, Merchandise Information, Money Management, Problem Solving, *Program Planning, Resource Materials, Role Playing, Small Group Instruction

This manual presents an experiential methodology for teaching consumer affairs. It is intended primarily as a resource for consumer education teachers and group leaders. Part 1 of the book introduces a philosophy of education and presents a description of the teaching method. The method involves the use of small groups and techniques such as brainstorming and role playing. Also included in part 1 is a chapter on planning consumer education programs. Part 2 contains twenty-two structured exercises designed to address the following consumer topics: values and financial goals; budgeting and money management; wise shopping; credit and consumer protection laws; the businessman and consumer; rights and responsibilities; and seeking help with consumer problems. For the group leader, each exercise is presented with directions and suggestions in the following format: goals, group size, time required, materials utilized, physical setting, process, and tips for the leader. (CSS)

ED 160 774 CE 017 532

Yoder, Benjamin Arthur

Effect of Previous Agricultural Mechanics Training on Achievement in a Basic Metals and Welding Course at Iowa State University.

Pub Date—78

Note—88p.; Master's Thesis, Iowa State University

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, *Agricultural Education, *Agricultural Engineering, *College Students, Correlation, Higher Education, Industrial Arts, Masters Theses, *Performance Factors, Secondary Education, Skill Development, *Transfer of Training, Welding

Identifiers—Iowa State University

The purposes of this study were to determine the effects of previous training in agricultural mechanics upon achievement of students enrolled in a college level agricultural mechanics course and to determine factors that affect performance in this course of basic metals and welding. Students enrolled in the course during the fall and winter quarters of 1977-78 at Iowa State University comprised the research sample of 204. Data were collected from three sources: a survey administered during the final week of each quarter; a mechanical aptitude test given during the first week of winter quarter; and laboratory, lecture, and course totals obtained from each instructor involved in the study. From the findings these are some of the conclusions drawn: students who had received high school instruction in vocational agricultural and industrial arts did not perform significantly better than those who did not; and mechanical aptitude test scores were not significantly different for those who had previous agricultural mechanics instruction compared to those who did not. (Measurement instruments are included in the appendix.) (JH)

ED 160 775 CE 017 540

Davis, Duane Lester

Analysis of Factors Related to Attitudes toward Supervised Occupational Experience Program Record Keeping among Agricultural Education Undergraduates at Iowa State University.

Pub Date—78

Note—119p.; Master's Thesis, Iowa State University

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Agricultural Education, Biographical Inventories, Higher Education, Masters Theses, Questionnaires, *Recordkeeping, Secondary Education, *Student Attitudes, *Supervised Farm Practice, Undergraduate Students, Vocational Agriculture, Work Experience Programs

Identifiers—Iowa State University

The purpose of this study was to identify factors influencing the attitudes of former agricultural students who are preparing to be vocational agricultural teachers toward supervised occupational experience (SOE) program record keeping. Agricultural education majors at Iowa State University during winter quarter, 1978, who had vocational agriculture in high school served as the population. A stratified random sample of 100 students (98 responded) was drawn from this population. A two-part questionnaire was developed to collect biographical data about the respondents and to determine how important students thought their SOE program record keeping was in developing record keeping abilities. The findings revealed similarities and differences among groups of students. Three of the findings were that significant difference existed among mean ratings for students grouped according to the number of hours per month devoted to instruction and work on SOE records in developing some record keeping abilities; similarities existed among means of students grouped according to the number of instructor SOE visits received per year; and no significant difference was found among mean ratings of students grouped according to their financial net worth at the time of their high school graduation and their perceived importance of SOE program record keeping. (JH)

ED 160 776 CE 017 553

Quinn, Karen M. And Others

Module Development Handbook.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—NE-C-00-3-0077

Note—80p.; Some illustrative samples in the document may not reproduce well due to small print; For related documents see CE 017 551-552

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Classroom Materials, Feedback, Guidelines, Instructional Materials, Learning Activities, Learning Experience, *Learning Modules, *Material Development, Objectives, *Performance Based Teacher Education, Performance Criteria *Vocational Education, Writing

This handbook is designed to assist teacher educators, curriculum specialists, and others involved in writing performance-based vocational teacher education modules. Module writing instructions are supplemented by fifty-eight sample illustrations. In the first of two sections the format for the components of the module is outlined. Then guidelines are given for writing the (1) title page, (2) introduction, (3) module description, which includes the objectives, prerequisites, resources, and performance elements, (4) learning experience sections, which involve the overview, activities, and feedback, (5) final learning experience section, which includes the terminal objectives, activities description, and feedback/teacher performance assessment form, and (6) instructions for use of the module. In the final section module development procedures and two checklists for ensuring module quality are provided. (A two-volume final report of the Performance-Based Professional Education Curricula project is available as two separate documents–see note.) (CSS)

ED 160 778 CE 017 610

Lindia, Albert And Others

Penetrating School Strata through Career Education. Program Evaluation.

Bristol Public Schools, Conn.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—30 Jun 76

Contract—GOO7502291

Note—37p.; For related documents see ED 107 935, ED 109 299-300, ED 139 989, ED 114 586, and ED 120 411

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Education, Elementary Secondary Education, Evaluation Methods, *Fused Curriculum, *Information Dissemination, *Instructional Materials, Interagency Cooperation, National Programs, Organizational Communication, Post Secondary Education, *Program Evaluation, Program Planning, Resource Materials, School Districts, Statistical Data, Surveys

Identifiers—Connecticut (Bristol), Public Law 93 380

This is the final report and evaluation of a program designed to disseminate career education curricular materials to career education agencies in Connecticut and nationwide. In three sections, the report evaluates the dissemination process. Section 1 focuses on the number of curricular packets disseminated and the localities reached after initial mailing. This portion contains maps, statistics, charts, and outlines which relate to the initial mailing, the respondents, and the Connecticut Superintendents. The final total distribution is reported as 525; total number of locations reached is fifty-seven. The conclusion is that the distribution phase was successful in that broad national coverage was achieved. Section 2 examines the origin and number of curriculum materials received from other sources. The evaluation of this phase is that, since only thirteen materials were received, the project did not meet expectations of a two-way sharing of materials. The final section gives results of a survey used to ascertain general use of circulated materials. With the report's caution that 51% of the forms were returned, seven findings are presented, the first of which is that 63.7% of respondents indicated the curricular materials were used for reference/resource purposes in the career education library. A final project performance report and a performance report abstract are attached. (CSS)

ED 160 779 CE 017 613

New York State Consortium for Career Education. Career Education Program, July 1, 1975-June 30, 1976. Project Performance Report, Volume 1.

New York State Education Dept., Albany.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—30 Sep 76

Contract—GOO7502353

Note—239p.; For related documents see CE 017 614, ED 114 586, and ED 120 411; Not available in hard copy due to reproducibility problems

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Articulation (Program), *Career Education, Community Resources, *Consortia, Fused Curriculum, *Information Dissemination, Information Services, Inservice Teacher Education, Management Development, *Program Administration, Program Coordination, Program Descriptions, Program Effectiveness, Program Evaluation, Program Improvement, *Program Validation, School Districts, *State School District Relationship, Teacher Workshops, Vocational Education

Identifiers—Allegany Board Cooperative Educational Services NY, East Aurora Union Free School District NY, Public Law 93 380

This first volume of a two-volume report of a New York State consortium for career education contains the dissemination report and project performance and evaluation reports from two of seven component districts, Allegany Board of Cooperative Educational Services and East Aurora Union Free School District. (Volume 2 contains reports from the remaining five.) The dissemination report provides an audit and analysis of six objectives, including a management component, thirteen regional workshops, a series of career education teacher inservice workshops, management training programs for state department staff, communication linkages, and impact studies. The project performance reports describe the activities carried out by the component districts. (The major focus of these activities was to achieve incremental growth in services to more students and teachers, better/broader offerings for infusion into ongoing programs, increased use of appropriate community resources and occupational educational programs, and improved articulation with postsecondary employment and educational programs.) The evaluation reports present the findings of the third-party evaluator, Policy Studies in Education (PSE). Each report discusses the objectives measured by PSE, the project director's plan for accomplishing them, and PSE's matching plan to assess project accomplishments. (The consortium activity resulted in incremental growth of career education in each district.) (BM)

ED 160 780 CE 017 614

New York State Consortium for Career Education. Career Education Program, July 1, 1975-June 30, 1976. Project Performance Report, Volume 2.

New York State Education Dept., Albany.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—30 Sep 76

Contract—GOO7502353

Note—281p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 613, ED 114 586, and ED 120 411

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Articulation (Program), *Career Education, Community Resources, *Consortia, Fused Curriculum, Information Dissemination, Information Services, Inservice Teacher Education, *Program Administration, Program Coordination, *Program Descriptions, Program Effectiveness, Program Evaluation, Program Improvement, *Program Validation, School Districts, *State School District Relationship, Vocational Education

Identifiers—Candor School District NY, Erie Board Cooperative Educational Services NY, Odessa Montour School District NY, Orleans Niagara Board Coop Educ Services NY, Public Law 93 380, Spencer Van Etten School District NY, Syracuse City School District

This second volume of a two-volume report of a New York State consortium for career education contains project performance and evaluation reports from five of seven component districts: Erie Board of Cooperative Educational Services (BOCES); Orleans-Niagara BOCES; Rockland BOCES; three rural districts; and the Syracuse City School District. (Volume 1 contains the reports from the remaining two component districts and a dissemination report.) The project performance reports describe the activities carried out by the component districts. (The major focus of these activities was to achieve incremental growth in services to more students and teachers, better/broader offerings for infusion into ongoing programs, increased use of appropriate community resources and occupational educational programs, and improved articulation with postsecondary employment and educational programs.) The evaluation reports present the findings of the third-party evaluator, Policy Studies in Education (PSE). Each evaluation report contains a discussion of the objectives measured by PSE, the project director's plan for accomplishing them, and PSE's matching plan to assess project accomplishments. (The consortium activity resulted in incremental growth of career education in each district and a number of specific learnings relative to managing such a project from the state level; but insufficient interaction among the Consortium components was indicated.) (BM)

ED 160 788 CE 017 673

Region V Invitational Workshop on Professional Development. Final Evaluation Report.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Oct 74

Note—145p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Delivery Systems, Educational Administration, *Government School Relationship, Interinstitutional Cooperation, *Program Evaluation, Regional Planning, *Staff Improvement, State Departments of Education, State Programs, *Teacher Education, Teacher Educators, Vocational Education, *Vocational Education Teachers, *Workshops

Identifiers—Office of Education Region V

The report documents a professional development workshop held in February 1974 for vocational teacher educators and state staff consultants and directors for the states comprising U.S. Office of Education Region V: Illinois, Indiana, Michigan, Ohio, and Wisconsin. Workshop objectives were to explore the needs of vocational education teachers, to formulate an expanded delivery system for vocational education in all program areas and at all levels, to plan improvements in vocational teacher training activities, and to develop strategies for increasing cooperation between state staffs and teacher educators. Appendixes provide summaries of state teacher training and professional development activities, instruments used in the evaluation, and a list of participants at the workshop. (MF)

ED 160 789 CE 017 684

Home Economics for Oregon Schools. Nutrition & Foods.

Oregon State Dept. of Education, Salem.
Pub Date—78
Note—66p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Consumer Education, Curriculum Guides, Employment Opportunities, Evaluation Methods, Food Service Occupations, *Foods Instruction, *Home Economics Education, Home Economics Skills, Job Skills, Learning Activities, *Nutrition Instruction, *Program Development, Program Evaluation, Resource Materials, Secondary Education, Teaching Methods

One of a series for home economics teachers to use in planning, implementing, and evaluating secondary education programs, this curriculum guide focuses on the subject of food and nutrition. Five major program goals are identified as basic to the student's understanding of the impact of food selection and preparation upon society and the environment: (1) the interrelations among food supply, social and environmental conditions, and world nutrition; (2) the basic nutrients and food sources for individual and family needs; (3) the skills of food preparation, serving, and food management; (4) consumer skills related to purchasing food; and (5) opportunities and qualifications for employment in food service occupations. To achieve these five program goals, the guide offers sixteen course goals for which it provides over 275 learning activities. It is suggested that as teachers select appropriate learning experiences for their grade levels, they should refer to the resources section for the references whose numbers are indicated next to the experiences. The resources section lists the titles of and sources for books and articles, pamphlets, kits and games, magazines, and audiovisual materials. Besides class discussions, the activities include guest speakers, displays, field trips, audiovisual aids, experiments, educational games, interviews, surveys, and reading materials. To evaluate student proficiencies, both paper-and-pencil tests and nontest means (such as observation, conferences, and report forms) are suggested. (ELG)

ED 160 790 CE 017 688

McKenzie, Sharon, Comp. Martin, Joan, Ed.

Family Studies I. Course Objectives, Content Analysis, Supporting Objectives and Content Generalizations.

San Diego Unified School District, Calif.
Pub Date—Aug 77
Note—46p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Career Education, Consumer Education, Content Analysis, Course Objectives, Cultural Awareness, Curriculum Development, *Daily Living Skills, Decision Making, *Developmental Stages, Family Environment, Family Life Education, *Homemaking Education, *Homemaking Skills, Human Development, Humanistic Education, Instructional Materials, Life Style, Problem Solving, *Self Actualization, Vocational Education

Family Studies I represents the first part of a consumer and homemaking program focusing on individual and family development, parenting, and the daily tasks of living in a family setting. The course is designed to help students study the family as it exists in day-to-day living and to aid them in understanding themselves in relation to their present and future family life. The first section of this publication presents the course description, objectives and goals, the content analysis, and a suggested time sequence. The content analysis focuses on the following broad concepts: self-understanding, values, decision making and problem solving, life styles, families, developmental tasks of adolescence and early adulthood, dating and mate selection, marriage, parenting, marriage dissolution, family life cycle (middle years and later maturity), and career opportunities. The remainder, and majority, of the materials are devoted to course objectives, selected supporting objectives, and content generalizations. The objectives are keyed as to emphasis: human potential, consumer, career education, and/or cultural awareness. The first objective, for instance, is to identify one's own developmental stage (human potential emphasis), and the content generalization is that individuals are unique in their potentialities, maturation, and developmental rates. (CSS)

ED 160 791 CE 017 689

Erickson, Susan, Comp. Martin, Joan, Ed.

Home Management 7: Child Care Unit. Course Objectives, Content Analysis, Supporting Objectives and Content Generalizations.

San Diego Unified School District, Calif.
Pub Date—Mar 78
Note—29p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Business Responsibility, Career Education, *Career Exploration, Career Opportunities, *Child Care, Child Care Occupations, Child Care Workers, *Child Development, *Childhood Needs, Consumer Education, Content Analysis, Cultural Awareness, Curriculum Guides, Educational Objectives, *Helping Relationship, Homemaking Education, Human Development, *Junior High Schools, Play, Safety, Secondary Education, Self Actualization

These curriculum materials represent a child care unit in a home management program which is concerned with consumer and family studies. The curriculum unit is designed to help young adolescents work successfully with small children. A career focus, that of baby sitter or child caregiver, forms the unit's conceptual framework. This publication contains course objectives, content analysis, supporting objectives, and generalizations. The objectives are coded as to major emphases: consumer education (C), cultural awareness (CA), human potential (HP), and career education (CE). The content analysis focuses on nine major areas: caring for young children; business responsibilities when caring for young children; growth and development of children through play, selection, and use of play materials; children's routines; safety with young children; caring for children with special needs; developing self understanding; and child care careers. Suggested time sequences are provided for each area. The remainder, and major portion, of the materials are devoted to course objectives and content generalizations. For example, the first objective is to project values that could result from caring for children (HP and CE emphases), and the related first content generalization states that when teenagers are skillful in caring for children, the children, the children's parents, and the teenagers benefit from the experience. (CSS)

ED 160 793 CE 017 696

Hoyt, Kenneth B.

YEDPA and Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—May 78
Note—69p.; Not available in hard copy due to reproducibility problems
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Administrative Problems, *Career Education, *Disadvantaged Youth, *Employment Programs, Federal Legislation, Federal Programs, Government School Relationship, *Job Training, Program Administration, *Program Descriptions, Program Effectiveness, Program Improvement, Youth Employment
Identifiers—Comprehensive Employment Training Act, *Youth Employment Demonstration Projects Act

This monograph provides a narrative summary of ideas and thoughts gathered from two mini-conferences held to discuss the Youth Employment and Demonstration Projects Act of 1977 (YEDPA) as it relates to career education. The conference participants included eight representatives of Comprehensive Employment and Training Act (CETA) prime sponsors and nine educators, all of whom were involved in implementing YEDPA during its first year of operation. First, the historical antecedents of YEDPA are traced based primarily on an earlier monograph by G. L. Mangum, "Career Education and the Comprehensive Employment and Training Act." Next, an overview of YEDPA is presented focusing on the three major subparts: Youth Incentive Entitlement Projects (YIEP); Youth Community Conservation and Improvement Projects (YCCIP); and Youth Employment Training Program (YETP). A summary of the discussions in the mini-conferences is presented under six topical areas: (1) primary concerns of CETA and/or YEDPA prime sponsors; (2) descriptions of current YIEP and YETP efforts; (3) problems encountered with early YETP efforts; (4) examples of ways in which YETP programs are supplementing educational opportunities; (5) recommendations of participants for increasing the effectiveness of YEDPA; and (6) philosophical issues to be resolved in local education agency/prime sponsor agreements. An appendix contains a list of sixty-two related issues raised by the participants. (BM)

ED 160 794 CE 017 711

Coordinated Use of Mass Media for the Development and Delivery of Career Education. Final Report. [And A Study of Awareness of and Interest in the Career Education Program in the New Haven Area].

Connecticut State Dept. of Education, Hartford.-Starch Inra Hooper, Inc., Mamaroneck, N.Y.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—[76]
Contract—GOO7502391
Note—58p.; Not available in hard copy due to reproducibility problems; For related documents see ED 114 586 and ED 120 411
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Career Development, *Career Education, Community Attitudes, Community Programs, *Cooperative Planning, Employer Attitudes, Failure Factors, *Information Dissemination, *Mass Media, Newspapers, Pilot Projects, *Program Effectiveness, Radio, Secondary School Students, Student Attitudes, Success Factors, Television
Identifiers—Connecticut (New Haven), Public Law 93 380

A pilot mass media campaign was conducted in New Haven, Connecticut, to acquaint the public with the concept of career education. For three weeks newspapers, television, and radio devoted time and space to the campaign which focused on one of the following topics each week: the need for planning in career development; career development; career education as a means for mid-life career changes; and career education's role in reducing sex and ethnic stereotyping and the resulting discrimination. Following the campaign, a study (which is attached to this report) was conducted to determine its effectiveness. A total of 1410 telephone interviews were completed, including 203 middle and high school students, 248 employers, and 959 members of the general public (i.e., individuals who were neither students or employers). Analysis of their responses showed that (1) only twenty-one percent of the total sample was aware of career education, and the majority of these respondents said their knowledge resulted from reading the newspapers; (2) most people were able to define career education correctly; (3) while most students expressed an interest in finding out more about career education programs, the majority of employers and general public were not interested; and (4) of those who were aware of the campaign, a disappointingly low number (fifteen percent) recalled the announcement of where to write for additional information. (ELG)

ED 160 805 CE 017 815

Study of Vocational Education Involvement with Apprenticeship Programs in Illinois. Executive Summary.

Cassel (Frank H.) and Associates, Inc., Chicago, Ill.

Spons Agency—Illinois State Advisory Council on Adult, Vocational and Technical Education, Springfield.

Pub Date—Jun 76

Note—25p.; For a related document see ED 147 488

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Apprenticeships, Educational Policy, Employer Attitudes, Equal Opportunities (Jobs), *Government School Relationship, Interagency Coordination, Labor Unions, *Policy Formation, *Program Attitudes, Program Planning, *Regional Programs, *School Industry Relationship, State Surveys, Surveys, Vocational Education, Work Attitudes

Identifiers—*Illinois

This study was conducted to gather data on apprenticeship programs in Illinois, with emphasis on the role of vocational education in the present system, and to recommend an alternative policy for the involvement of vocational education with apprenticeship programs. Study constraints included the fact that information was unavailable on programs not registered with the Bureau of Apprenticeship and Training (BAT), U.S. Department of Labor, or from former apprentices. Data from BAT records and from surveys of employers, labor unions, and present participants in apprenticeship programs were supplemented by interviews with educators. According to the authors, the study suggests that vocational education should act in partnership with others involved in preparing apprentices; however, as employers and unions indicate satisfaction with the existing system, educators should not insist upon the formation of a state apprenticeship council through BAT. Instead, the alternative of regional apprenticeship advisory boards is proposed. The report describes how these regional boards might be organized. (MF)

ED 160 806 CE 017 818

Kane, Roslyn D. Frazee, Pamela E.

Women in Non-Traditional Vocational Education in Secondary Schools. Final Report.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—May 78

Contract—300760466

Note—219p.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Area Vocational Schools, College Students, Counseling Effectiveness, Decision Making, *Enrollment Influences, *Females, Guidance Personnel, National Surveys, *Occupational Choice, Parent Influence, School Personnel, Secondary Education, Secondary School Students, Social Influences, Student Problems, Teacher Influence, Vocational Counseling, *Vocational Education, Vocational Interests, Womens Education

Identifiers—*Non Traditional Occupations

As a companion to a study of women in nontraditional training in postsecondary vocational education, a national survey of secondary women in area vocational technical schools (AVTSs) was conducted to determine what factors influence the occupational decisions and future plans of high school women enrolled in nontraditional vocational training, how these factors differ from those influencing women enrolled in mixed and traditional training, and what problems nontraditional women students experience. The sample included 1,062 nontraditional, 1,006 mixed, and 1,002 traditional women from 156 AVTSs in thirty-six states. Educational personnel named by the nontraditional women as influential were also surveyed. It was found that mothers are the single most influential person to all women; students perceive career education as the most influential counseling technique; and interest, not earnings, is the major reason for selecting a nontraditional training program. The largest single problem nontraditional students face is that of men adjusting to them in the classroom. One recommendation was that some traditional career counseling techniques (for example, individual testing) should be re-examined in light of the findings. (Appendixes include the demographic characteristics of surveyed students and educational personnel, methodology, reference tables, questionnaires, a glossary, and statistical symbols.) (LMS)

ED 160 807 CE 017 821

Stallsmith, Douglas D.

Guidelines for Planning Industrial Education Facilities and Equipment.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison.

Report No.—Bull-9167

Pub Date—[74]

Note—95p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Building Plans, Design Needs, Educational Environment, *Educational Equipment, *Educational Facilities, Educational Finance, Elementary Secondary Education, Evaluation, *Facility Guidelines, Facility Improvement, *Facility Planning, Facility Requirements, Guidelines, *Industrial Education, Laboratories, Needs Assessment, Reference Materials, Safety, Space Utilization, Spatial Relationship

Identifiers—Wisconsin

This guide presents alternatives, resources, and specifications for industrial education teachers to use in preparing a facilities proposal to present to administrators, boards of education, the community, and architects. Developed to reflect the objectives of industrial education as outlined in the "Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12," it includes the following topics: (1) criteria for facility planning, emphasizing the students' needs; (2) the objectives of industrial education as identified in the Wisconsin curriculum guide; (3) types of industrial education laboratories; (4) planning sequence for proposing industrial education facilities, from determining design criteria through final evaluation and modification; (5) environment and service specifications, including utility systems; (6) equipment recommendations, according to grade levels; (7) financial sources, such as federal and state aid, bond issues, and leasing; (8) evaluation of existing facilities, containing a checklist for assessing location, space, layout, services, and equipment; (9) modernization of existing structures; (10) shared space concept; (11) alternatives, such as modular structures, mobile units, and remodeling; (12) layouts or floor plans; and (13) the occupational safety and health act as applied to industrial education facilities. Numerous diagrams and charts are interspersed throughout the text and appendixes to illustrate the suggested plans, and a bibliography of reference sources is provided at the end. (ELG)

ED 160 809 CE 017 825

Phipps, Lloyd J. And Others

Course of Study: Citizens' Advisory Councils in Education.

Illinois Univ., Urbana. Rurban Educational Development Lab.

Note—229p.; Colored pages may not reproduce clearly

Available from—Rurban Educational Development Laboratory, 357 Education Building, University of Illinois, Urbana, Illinois 61801 ($2.00)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, *Advisory Committees, Audiovisual Aids, Citizen Role, *Community Involvement, Community Surveys, Consultants, *Course Descriptions, Curriculum Guides, Educational Assessment, Educational Objectives, Group Dynamics, Meetings, Organization, Post Secondary Education, Problem Solving, Public Schools, Resource Materials, Secondary Education, Student Evaluation, Teaching Techniques, *Vocational Education

Identifiers—Ad Hoc Groups, Charters, Illinois

This publication is composed of a series of teaching source units recommended to assist in the improvement of the quality of citizens' participation in local advisory councils or committees. The content is designed to be used by an instructor with a group of citizens who desire to become more knowledgeable about their role and function. The structure of the course of study provides an instructor with information about citizens' advisory councils by presenting ideas on teaching, evaluating, audio-visual aids, and recommended resources. Materials costs as well as the sources are included. The course, as presented in the document, is made up of five units: (1) nature of citizens' advisory councils, (2) formation procedures, (3) internal operations, (4) activities and operations, and (5) special citizens' advisory councils. Most units contain the following: concerns of the unit, student objectives, teaching techniques, audio-visual aids, anticipated problems and concerns, guides to solutions, sample teaching techniques, and evaluation techniques. These are followed by resources, references, and/or sources. There are twenty-two appendixes which are related to the units. (CSS)

ED 160 810 CE 017 829

Crawford, Lucy C. Jewell, Lloyd M., Jr.

Handbook on the Organization and Administration of a Student Job Placement Service for a Secondary School.

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date—76

Note—152p.; Some pages in the appendix materials will not reproduce well due to broken print

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Administrator Guides, Advisory Committees, Budgeting, Dropouts, Employment, Employment Opportunities, *Employment Services, High School Graduates, *Job Placement, Objectives, Occupational Guidance, Part Time Jobs, *Program Administration, *Program Coordination, *Program Development, Program Evaluation, Program Planning, Public Relations, Records (Forms), Secondary Education, *Staff Role, Student Placement, Vocational Counseling, Vocational Education

Presented in four sections, this handbook was prepared to assist school administrators and placement service personnel in the organization and administration of a student job placement service for a secondary school. The handbook is primarily based on results obtained from developmental projects in a series of workshops provided to train placement directors and secretaries in nine exemplary student job placement services in Virginia. Section I presents the following objectives of a placement service: placement of graduates in full-time or part-time jobs; placement of early school leavers; placement of students in part-time jobs; coordination of preplacement training for high school students and graduates seeking employment; advising students of occupational opportunities available through continuing education; administration; and public relations. Section II describes the organization of such a service and outlines the duties of the director and the secretary. Section III describes the operation of a student job placement service under the following categories: clients to be served; coordination with other agencies concerned with placement; and advisory committees. The final section discusses the important administrative functions involved, including establishing goals, program planning, research, evaluation, preemployment training, budgeting, and public relations. Related materials and sample forms are appended. (BM)

ED 160 811 CE 017 833

Plan for Comprehensive Vocational, Technical and Adult Post-Secondary Education Services to Wisconsin through 1980.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Note—39p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Education, *Comprehensive Programs, Educational Needs, Educational Objectives, Educational Philosophy, Educational Planning, Government School Relationship, Interagency Cooperation, Interinstitutional Cooperation, Post Secondary Education, Problems, *Program Administration, Program Development, Program Evaluation, School Districts, School Industry Relationship, Staff Improvement, *Statewide Planning, *Technical Education, *Vocational Education

Identifiers—*Wisconsin

This is a description of Wisconsin's vocational, technical, and adult education (VTAE) system designed to provide delivery of occupational education through comprehensive districts. It is intended for use by legislators, vocational educators, and policy makers. The system plan, divided into five sections, provides in the first section the basis for vocational education with the establishment and purpose of the system and its unique mission and philosophy. In section 2 the educational values to be derived from vocational, technical, and adult education are described, and the goals of Wisconsin's VTAE system are identified. The goals are predicated upon the system's philosophy, legislative intent, the State Board's mission and policies, and the State Board and district boards' shared-powers principle. The third section presents issues and concerns which face the system and which have direct bearing on the delivery of services. Issues are presented, and current practices and alternative future methods of approach to the issues are discussed. Section 4 describes the projected needs for expansion of vocational, technical, and adult education services to Wisconsin citizens. In the last section on implementation, the concept of comprehensiveness is introduced by establishing criteria for a detailed district profile to be developed by each district to meet statewide goals. (CSS)

ED 160 812 CE 017 904

Model for Articulated Counseling Services. Final Report. Research Series No. 49.

Lake Region Junior Coll., Devils Lake, N. Dak. Vocational Guidance Dept.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.

Pub Date—30 Jun 77

Contract—G007603866

Note—81p.; Parts of some pages may not reproduce well due to broken print

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Counseling Goals, *Counseling Programs, Counseling Services, Dropout Prevention, *Guidance Objectives, Junior Colleges, Models, Post Secondary Education, Program Development, Relevance (Education), Rural Areas, Student Opinion, *Vocational Counseling, Vocational Education

Identifiers—North Dakota

The report presents goals and objectives, procedures, and concluding recommendations for a model counseling services program in North Dakota postsecondary schools. Terminal objectives of the project are to reduce the dropout rate of postsecondary vocational education students, to better serve rural area postsecondary students, and to determine the impact of postsecondary vocational programs. To develop the model, a study was made to test program components in order to tailor them to a junior college in a predominantly rural area. Results from the twenty-three procedural steps are detailed in the report and in the appendixes. The three terminal objectives were felt to have been met and the program is expected to continue. More than half of the report consists of appended project materials: results of surveys of former students (graduates and dropouts), questionnaires and compiled results from student surveys, letters to potential employers, and other resource materials for future utilization in program planning. (MF)

ED 160 814 CE 017 934

Leeking, Linda L.

Selected Attitudes Dealing with Individualized and Traditional Instruction.

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Nov 78

Note—134p.; Master's Thesis, The Pennsylvania State University

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Class Attitudes, Community Colleges, Comparative Analysis, *Conventional Instruction, Educational Assessment, *Food Service Occupations, Foods Instruction, *Individualized Instruction, Instructional Materials, *Management Education, Objectives, Questionnaires, Teaching Methods, Vocational Education

An investigation was done to ascertain the effectiveness of individualized instructional methods as compared with traditional instructional methods in vocational food service programs at the community college level. Subjects, forty-three hotel/motel restaurant management students, were divided into subgroups: students who transferred from another postsecondary institution and those who entered the community college directly after high school. An individualized instruction model was developed and used with the subjects. A questionnaire was administered to compare significant differences between individualized and traditional instruction for eight variables: academic challenge, motivation to learn more about a concept, appropriateness of learning level, preference for peer contact, amount of instructor contact preferred, satisfaction of individual interests, identification of learning concepts to learners, and sense of achievement. In the total population's responses three variables indicating a preference for individualized instruction were found: satisfaction of individual interests, identification of learning concepts to the learner, and sense of achievement. (Appendixes contain sample letters to the student's instructor, the survey instrument, pretest and posttest, and the individualized unit of instruction.) (CSS)

ED 160 815 CE 017 935

Trade Masonry Syllabus.

New York State Education Dept., Albany. Bureau of Occupational Education Curriculum Development.

Pub Date—78

Note—120p.; Not available in hard copy due to print quality of original

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Course Content, *Masonry, State Curriculum Guides, Teaching Procedures, *Trade and Industrial Education

Identifiers—New York

Designed for a two-year course of study, this syllabus encompasses six areas of the masonry trade: concrete, block, brick, stone, tile, and plaster. For each area, the separate units of instruction contain course content outline, student behavioral objectives, and suggested teaching methods and audiovisuals. The six sections and their units are as follows: (1) Concrete Work (Job Statistics, Concrete Components, Reinforcement, Preparation of Common Mixes, Placing Concrete, Finishing Procedures, Pre-cast Concrete, Blueprints, Specifications, Estimating); (2) Block Work (Job Statistics, History of Block, Block Types and Sizes, Properties of Block Walls, Mortar, Concrete Block Walls, Special Purpose Block, Blueprints, Specifications, Estimating); (3) Brick Work (Job Statistics, History of Brick, Brick Manufacture, Safety, Mortar, Laying Brick, Walls [Design Characteristics, Laying Corners, Wall Openings, Piers and Pilasters, Expansion and Control Joints], Flashings, Arches, Brick Steps, Fireplaces and Chimneys, Brick Paving, Washing and Cleaning, Blueprints, Specifications, Estimating, Miscellaneous Operations, Terminology); (4) Stone Work (Job Statistics, History of Stone Work, Quarrying, Stone Classification, Properties of Stone, Common Uses and Patterns, Setting Stone, Washing and Cleaning, Blueprints, Specifications, Estimating); (5) Tile Work (Job Statistics, History of Tile, Glazed Tile, Architectural Terra Cotta, Facing Tile, Miscellaneous Types, Blueprints, Specifications, Estimatings); and (6) Plaster Work (Job Statistics, History of Plastering, Preparation of Plaster, Application, Blueprints, Specifications, Estimating). The appendix includes a list of texts, references, and audiovisuals, a list of suggested tools and equipment, and an audiovisuals source directory. (JH)

ED 160 817 CE 017 946

Pitt, Roger, Comp. Thomas, Edward, Comp.

A Review of Related Literature Concerning Components of Systems and Studies That Impact on Identification and Selection of EMRs and Slow Learners for Vocational Programs.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.- Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—May 77

Contract—GOO7604315

Note—94p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Ability Identification, Academically Handicapped, Annotated Bibliographies, *Educable Mentally Handicapped, Educational Assessment, Elementary Secondary Education, Evaluation Methods, Exceptional Child Education, *Handicapped Children, *Literature Reviews, Mainstreaming, *Placement, Resource Guides, *Slow Learners, *Vocational Education, Work Sample Tests

This publication is primarily intended as a resource document for vocational educators and special education personnel charged with the responsibility of identifying and selecting those mentally handicapped students (EMRs) in their school district and who are "best suited" for mainstreaming into regular vocational programs. In part 1, a general review of components of eleven major work samples is presented in alphabetical order. In addition, a brief work sample manual is presented which offers forty-three individual work samples categorized under nine occupational areas. Part 2, section 1, contains fourteen annotated references. Each reference is related directly to vocational education methodologies used with mentally handicapped students and slow learners. Part 2, section 2, contains thirteen annotated references which are related in a more general nature to the education of mentally handicapped students and slow learners. In part 2, section 3, approximately 120 annotated references obtained through ERIC searches are presented. All references are related to mentally handicapped students and slow learners in vocational programs. Part 3 concerns the acquisition of information. This section is designed to help those persons with limited research skills. (CSS)

ED 160 818 CE 017 950

Farmer, Edgar I.

Identifying Competencies Needed to Train Vocational Teachers to Teach Disadvantaged Students in the Inner Cities of Pennsylvania.

Pennsylvania State Univ., University Park.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—30 Aug 77

Note—258p.

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Administrator Attitudes, Class Management, *Disadvantaged Youth, *Inner City, Interpersonal Competence, Performance Based Teacher Education, Questionnaires, Teacher Attitudes, *Teaching Skills, Teaching Techniques, *Vocational Education Teachers

Identifiers—Pennsylvania

Objectives were to identify twenty-five pedagogical competencies for vocational teacher educators to prepare teachers to teach disadvantaged students in the inner cities of Pennsylvania, and to identify possible instructional alternatives that could be implemented into methods of instruction. The competencies were grouped into three categories: execution of instruction, interpersonal and group relations, and classroom management. Ninety vocational administrators (of 164) and 150 vocational teachers (of 281) from four selected cities in Pennsylvania responded to this study's questionnaire. A Two-Sample t' Test and the Likert Attitude Scale were used to analyze the degree of importance each group placed on the twenty-five competencies. One hundred and twenty-five instructional alternatives were suggested by the vocational administrators. Some of the competencies strongly considered by both vocational administrators and teachers as being very important pertained to (1) assisting students in developing their initiative, (2) communicating effectively with students, (3) introducing a lesson, (4) extensive knowledge of subject matter, (5) creating a tension-free classroom atmosphere, and (6) getting along well with other faculty members. (Author/JH)

ED 160 819 CE 017 954

Hatcher, Elizabeth And Others

Validation of Agricultural Mechanics Curriculum Manual.

Oklahoma Vocational Research Coordinating Unit, Stillwater.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Aug 78

Note—48p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Agricultural Education, *Agricultural Engineering, Auto Mechanics, Curriculum Evaluation, Electricity, Program Validation, Secondary Education, *State Curriculum Guides, *Validity

Identifiers—Oklahoma

This study was concerned with the validation of the Oklahoma Curriculum and Instructional Materials Center's agricultural mechanics curriculum manual and the development of a model whereby future manuals can be validated. Five units in the manual were randomly selected from a list of units to be taught during the second semester of the 1977-78 school year: servicing small engines, overhauling small engines, electrical safety, fundamentals of electricity, and electrical wiring practices. Ten teachers were selected to teach the units, administer the unit test, and send the tests to the project staff. Results were compiled by determining the percentage of students at each school who obtained the correct answer on each item of the unit test. The school results were combined to obtain the total percentage of students who answered the items correctly. It was arbitrarily determined that 80% of the students should answer each item correctly to demonstrate acceptable achievement. Those items not passed by 80% of the students were reviewed to try to determine the reasons why. Based on student achievement, the manual provided a valid source of instructional materials for servicing small engines. It was concluded that one source could not be identified as the sole reason that learning does or does not take place. (Thirty-one data tables and discussion of analysis on the individual test questions are included.) (JH)

ED 160 820 CE 017 977

Legacy, James And Others

Competency Based Curriculum for Agricultural Occupations Programs–Phase I–Developing an Occupational Matrix and Completing a Job Title Purposive Study. Final Report.

Southern Illinois Univ., Carbondale.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—78

Note—147p.; Not available in hard copy due to reproducibility problems

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Agricultural Occupations, Curriculum Development, Field Interviews, Field Studies, Horticulture, Interviews, Job Skills, *Matrices, *Occupational Surveys, Performance Based Education, *Research Methodology, Secondary Education, State Surveys, *Task Analysis, *Validity

Identifiers—Illinois

This study was the first phase of a three-phase study to develop, adopt, and implement competency based curriculum for Illinois agricultural occupations programs at the secondary level. As a procedural field test, phase I developed an occupational matrix for one of the U.S. Office of Education agricultural occupation program areas (horticulture) and tested task analysis validation procedures (purposive study) for one job title area–retail florist. The horticulture matrix (a listing of job titles, business titles, and business area titles which comprise the industry) was accomplished by the listing of job titles assembled by a literature search and by the advice of an advisory committee, and then correcting them through telephone interviews with 138 businesses in the Illinois horticulture industry. The purposive study was conducted to validate the retail florist job title list of tasks for the geographic area (Illinois); data was obtained from a series of sixteen personal interviews. The occupational matrix findings revealed significant differences between the pre-interview and telephone interview data. The results of the retail florist study suggested that beginning employees require training in the areas of sales, delivery, and design–while present curriculum emphasizes only the design element. For competency based curriculum development work in the other agriculture occupations areas, it is recommended that an occupational matrix be verified by field contact, and that the purposive study phase be included. (JH)

ED 160 821 CE 017 988

Becker, Henry Jay

How Young People Find Career-Entry Jobs: A Review of the Literature.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—241

Pub Date—Dec 77

Contract—400-77-0054

Note—71p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Age Differences, Background, Bibliographies, Career Choice, Employee Attitudes, Employer Employee Relationship, Family Influence, Job Satisfaction, *Job Search Methods, *Literature Reviews, Manpower Utilization, Occupational Aspiration, Occupational Choice, Part Time Students, Personnel Selection, Racial Differences, Recruitment, *Research Needs, Research Reviews (Publications), *Youth Employment

This report examines the existing literature concerning how young people enter the labor market and specifies what important questions may be analyzed by existing but untapped data and what issues require further research. In reviewing the extent of current knowledge, its scope is found to be limited to three general areas: the role is known of background factors, ability, school performance, and the influence of teachers, family, and friends on the age (or grade level) at which young men make the transition from school to work; people are influenced by their personalities to aspire to certain types of occupations; and young people find jobs primarily through the assistance of acquaintances and relatives but prefer direct application without the intervention of a third party. Routes for further investigation are suggested as follow: (1) age/SES [socio-economic status]/race/education-specific distributions and transition rates for full- and part-time schooling and simultaneous employment; (2) longitudinal studies of preferences that include later actual job outcome characteristics to test the assumption that career aspiration helps to explain the allocation of different jobs; (3) data on recruitment methods used nationally by employers (i.e., data indicating age-specific preferences for employees and based on actual behavior); and (4) more elaborate study of the process of job search, emphasizing patterns of job seeking across occupational situses, heterogeneity of job search methods, and the relationships among duration, intensity, and methods of search. (Author/ELG)

ED 160 822 CE 017 991

Casey, Florence M., Ed.

Perspectives on Public Job Creation. R & D Monograph 52.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date—77

Note—159p.; Some tables in this document will not reproduce well because of small, broken type

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Community Involvement, Community Role, Correctional Rehabilitation, Day Care Services, Economic Development, *Employment Programs, Health Services, Housing Needs, *Human Services, *Job Development, Labor Force, Older Adults, Parks, *Physical Environment, Physically Handicapped, Problems, Program Costs, Program Planning, Project Applications, Rail Transportation, Recreational Facilities, Social Services, Staff Utilization, Tutorial Programs, *Unemployed, Urban Renewal

In this anthology of papers by academic and other experts, the job creation potential of a major public jobs program is explored. The authors were encouraged to develop new ideas and to estimate the impact of their approach. In general the ideas reported relate to jobs created as the result of responses to social and environmental concerns. Housing needs and health services are just two of the concerns mentioned. The topics are covered in four sections: "Public Jobs for the Public Good," "Estimating Public Job Creation Possibilities," "Job Creation Projects that meet Local, Regional, and National Needs," "Job Creation: Identifying Appropriate Target Areas." In "Public Jobs for the Public Good," for instance, provisions for new kinds of services for the elderly, disabled, and working parents are discussed. Jobs created through new roles for the neighborhood center, community arts center, community organizations, and state, regional, and national organizations are also suggested. In addition, potential problems with wage rates, auxiliary services, criteria for employment, and upgrading are addressed. (CSS)

ED 160 823 CE 017 996

Work Experience Manual.

Arkansas Univ., Fayetteville. Dept. of Vocational Education.

Spons Agency—Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.

Note—31p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Exploration, Curriculum Guides, Employment Interviews, *Job Skills, *Job Training, Objectives, *Occupational Information, Personnel Evaluation, Recordkeeping, Vocational Education, Work Attitudes, Workbooks, *Work Experience Programs

This program provides supervised vocational personnel with work experience opportunities. The primary function and purpose of this program is the development and/or refinement of vocational competencies in occupational careers. In the introduction, the first of seventeen sections, course options and requirements are outlined. Criteria for the participant's goals and evaluation are delineated in section 2. Sections 3 through 8 contain materials for the participants to use during the program. They include the following exercise forms: initial employment information, organizational chart, job description, occupational report, and career information. Section 9 provides a task analysis example; the following section contains task analyses sheets for the participant to complete. Section 11 presents a lesson plan example which includes aids/supplies needed, instructional objectives, learner activities, teacher activities, and assignment(s); a form is included for the student to use in making a lesson plan. Section 13 contains a questionnaire to aid the employee in interviewing the employer. The next two sections contain employee personality inventories, one to be completed by the employee and the other to be completed by the employer. Section 16 inventories the participant's attitude changes as a result of the program, and the final section requests a summary of his/her occupational experiences. (CSS)

ED 160 826 CE 018 025

Roos, Patricia A.

Sexual Stratification in the Workplace: Male-Female Differences in Economic Returns to Occupation.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date—Aug 78

Contract—R01 MH26606-01

Note—36p.; Paper presented at the Annual Meetings of the American Sociological Association (San Francisco, California, September, 1978); Not available in hard copy because of reproducibility problems

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Caucasians, Comparative Statistics, Employment Level, *Employment Patterns, Employment Statistics, Equal Opportunities (Jobs), Females, Human Capital, *Income, Labor Market, Males, *Salary Differentials, *Sex Differences, Statistical Analysis, *Working Women

Using data from 1974 to 1977 National Opinion Research Center Surveys, the investigator examined differentials in income between currently employed white men and women aged 25 to 64 (sample size: 965 men and 672 women). Special attention was given to explanatory effects of occupational characteristics other than those traditionally used in the prestige or status-defined model. The results, based on a multivariate regression analysis and a regression standardization procedure, suggest that a significant part of the income gap between men and women is because of the concentration of women in a few occupations which are typically low paying and heavily female and which do not allow their incumbents the opportunity to exercise authority or to control the means of production. Incorporating these factors into a model of earnings hypothetically increased women's earnings as a percentage of men by approximately seven percent, to approximately sixty-three percent. A similar hypothetical improvement was found when just single women's earnings were adjusted to take account of their concentration in low level employment. The addition of occupational characteristics to the income attainment model thus complemented the human capital approach to the male-female earnings differential and improved on the prestige or status-defined model traditionally employed. The findings suggest that male and female workers face a segregated labor market which adversely affects women's earnings relative to men's. (Author/LMS)

ED 160 827 CE 018 061

Ely, Vivien King

Distributive Education Programs. A Program Information Publication.

Virginia Commonwealth Univ., Richmond.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 78

Note—46p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01898-5)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Career Exploration, Career Planning, Cooperative Education, *Distributive Education, Distributive Education Teachers, Educational Objectives, Employment Level, Employment Opportunities, Employment Projections, Federal Legislation, Instructional Design, Job Skills, *Marketing, Performance Based Education, Post Secondary Education, *Program Development, Program Evaluation, School Community Relationship, Secondary Education, Skill Development, Teaching Methods

Identifiers—Distributive Education Clubs of America

Intended for reference use by vocational education decision makers, including chief school officers, administrative and supervisory personnel, and advisory councils, this publication contains information on topics to be considered before, during, and after establishing a program for distributive education. A section is devoted to each of the following subjects: (1) the employment field of marketing and distribution, focusing on job opportunities and the future occupational outlook; (2) guidance/-career development, explaining career exploration and planning; (3) distributive education, covering its definition and relationship with other educational programs; (4) employment structure of the field of distribution, discussing the four job levels: entry, career sustaining, specialized, and entrepreneurial; (5) a list describing the twenty-three U.S. Office of Education Codes for distributive and marketing education which are intended to provide a framework for instruction and program planning; (6) instructional objectives for distributive education, identifying competency areas in marketing skills, product or service technology skills, social skills, basic education skills, and economic concepts of private enterprise; (7) the three primary methods of instruction: classroom, cooperative programs, and student projects; (8) Distributive Education Clubs of America (DECA); (9) organization of instruction for secondary, postsecondary, and adult levels; (10) relationships with the community, which aid the students in achieving their occupational objectives; (11) duties of distributive education teachers, including administrative and counseling functions; (12) the qualifications, education, and sources of teachers; and (13) federal legislation which affects vocational education and requires evaluation programs. (ELG)

ED 160 828 CE 018 079

Evaluation of Funded Projects for Development of Vocational Instructional Materials (Conclusion of Two Year Project). Final Report. Vocational-Technical Education Research Report, Volume 15, Number 12.

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—Jun 78

Note—109p.; For a related document see ED 146 418

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Vocational Education, Business Education, Career Education, *Curriculum Development, Directories, Distributive Education, English Education, Field Interviews, *Financial Support, Health Occupations Education, Home Economics Education, Industrial Education, *Instructional Materials, Mathematics Education, *Program Descriptions, *Program Evaluation, Reports, Special Education, State Surveys, Technical Education, Vocational Agriculture, Vocational Directors, *Vocational Education

Identifiers—Pennsylvania

The purpose of the second-year activities of this project was to develop a comprehensive inventory of available vocational curriculum material throughout the State of Pennsylvania, to determine weaknesses in funding efforts, and to provide suggestions by which to establish an efficient and effective funding pattern. The objectives were accomplished through on-site visitations to selected school districts and dissemination of a survey instrument to directors of area vocational-technical schools. The results of the study include (1) the development and dissemination of a special report outlining the location, description, and nature of state-funded vocational curriculum development projects in Pennsylvania, 1971 to 1976 (which constitutes the second half of this document); (2) the identification of administrators' perceptions of state-funded vocational curriculum development projects; and (3) suggested guidelines for the development of instructional materials and funding patterns. (Author/JH)

ED 160 829 CE 018 094

Caughman, Alison Y.

Female Access to Careers in Engineering Technology. Exemplary Project in Vocational Education Conducted under Section 132 of Public Law 94-482. Final Report.

Trident Technical Coll., Charleston, S.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—31 Aug 78

Note—87p.; Materials in Appendixes B and F will not reproduce well because of poor print quality

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Demonstration Projects, Engineering Technicians, *Engineering Technology, *Females, High School Students, Post Secondary Education, School Community Cooperation, *Student Recruitment, *Technical Education, Vocational Schools, *Womens Education

Identifiers—*Nontraditional Occupations, Trident Technical College SC

Reacting to a demand for female engineering technicians in Charleston (South Carolina) area industries, Trident Technical College conducted a project to encourage women to study engineering technology, to provide female technicians to local industries, to establish close working ties between the college and local high schools, and to provide for a permanent emphasis on nontraditional careers for women at the college. The project consisted of a public awareness campaign, specialized recruiting and testing, a summer quarter of special pre-engineering technology and mathematics courses for a selected group of high school women, and an orientation of the engineering technology faculty to the special problems and potentials of women students. During the project year female enrollment in the engineering technologies rose from six percent to thirteen percent of the total enrollment. Seventy-four women were enrolled in the spring 1978 quarter, representing an increase of ninety-five percent over the enrollment of thirty-eight women in the spring 1977 quarter. Preliminary evaluation indicated that all objectives were being or would be met. It was concluded that there are a large number of women in high school and already graduated who are willing and able to embark on careers in engineering technology and who could benefit by being introduced to careers normally considered nontraditional for females. (Appendixes include examples of publicity about the project, student and faculty evaluations, activity schedules, and lists of speakers.) (LMS)

ED 160 830 CE 018 095

Learning Activity Packets for Minimal Mathematics Competencies in Vocational Education. Exemplary Project in Vocational Education Conducted under Public Law 90-576, Section 132 of P.L. 94-482. Final Report.

Dorchester Vocational Center, S.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—30 Jun 78

Note—42p.; Some pages in the appended materials will not reproduce well because of poor print quality

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Research, High School Students, *Individualized Instruction, Job Skills, *Learning Modules, *Material Development, Mathematics Instruction, Norm Referenced Tests, *Practical Mathematics, Program Evaluation, Project Training Methods, *Remedial Mathematics, Secondary Education, Teacher Developed Materials, *Vocational Education

Project activities were conducted to accomplish three major objectives: (1) to develop a definition of minimum mathematical skills necessary to complete vocational skill training in fifteen areas, (2) to develop learning activity packets relevant to each vocational area, and (3) to make the process and packets available to other vocational schools. A project coordinator carried out the project activities; vocational and math teachers developed 230 learning packets. The packets utilize the individualized approach to teaching math skills through related vocations. Two hundred ten tenth-grade students from three school districts participated in the project. Each student received a diagnostic test in mathematical competency at the start of the school year, and based on this score, received appropriate learning activity packets. Pre-post test measurement with the Total Mathematics battery of the Comprehensive Tests of Basic Skills disclosed that students showed an increase, though not statistically significant, in scale scores and in grade equivalency after having utilized the learning activity packets. (A copy of the vocational trade math comprehension test is appended.) (CSS)

ED 160 831 CE 018 111

Nichols, Natalie P.

The Role of Guidance in Business Education.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—76

Note—34p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accounting, *Business Education, Business Skills, *Career Choice, Clerical Occupations, Educational Assessment, Educational Trends, Employment Opportunities, Employment Qualifications, Employment Trends, *Guidance Counseling, Guidance Functions, Guidance Objectives, Minority Groups, Occupational Information, *Program Development, Program Evaluation, Secondary Education, Secretaries, Sex Stereotypes, Stenography, Student Needs, *Student Placement, Testing, Vocational Followup

Identifiers—Future Business Leaders of America, Pennsylvania

To help secondary school business teachers and school counselors in Pennsylvania assist students in making career choices and securing a job, this guide provides information on job counseling and developing business education programs. The first chapter focuses on the changing employment climate and outlines activities that will increase vocational guidance counselors' knowledge of the opportunities available to graduates. In chapter 2, a brief history of business education is given, followed by a discussion of the student needs that a business education program should meet. Besides describing the aptitudes and skills necessary for the three major areas of business education (accounting, clerical, and stenographic-secretarial), chapter 3 analyzes the employment outlook for each area. To add flexibility and more choices to standard programs, specialized offerings are suggested, such as a combined college preparatory-business curriculum, mini courses, summer school, adult evening classes, and cooperative programs. Chapter 4 indicates other areas with which counselors should be familiar, including (1) opportunities for minorities; (2) occupational sex stereotyping; (3) job information sources such as PENNSCRIPT, the "Occupational Outlook Handbook," and intermediate unit media centers; (4) the uses of tests; (5) school placement services; (6) program evaluation based on surveys of employers and graduates and a checklist compiled by the state department of education; (7) Future Business Leaders of America; and (8) future directions for business education. (ELG)

ED 160 833 CE 018 120

Norris, Lila And Others

Sex Differences in the Career Decision-Making Process. Final Report.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 78

Contract—NIE-G-77-0002

Note—188p.; All or portions of the illustrative computer print-out may not reproduce well because of poor print quality

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Age Differences, *Career Choice, *College Students, Computer Programs, *Decision Making, Females, Guidance Programs, Job Satisfaction, Males, Occupational Choice, *Occupational Guidance, Personal Values, Post Secondary Education, *Sex Differences, Sex Stereotypes, Vocational Interests

Identifiers—*System of Interactive Guidance and Information

Observations of career decision-making (CDM) behaviors of college students were analyzed to investigate how variations in the CDM process may be associated with age, sex, and "sex-typed" values. This descriptive study was based on records of students' interactions with the computer-based System of Interactive Guidance and Information (SIGI). First, the effects of age and sex on a wide range of CDM variables were examined. Then, for groups classified as having values "typical" or "atypical" of each sex, statistical analyses were made of differences and similarities in such behaviors as preferences for major fields of interest and kinds of occupations chosen. Effects of initial status on CDM variables were sometimes found when age and sex effects were absent. Age differences were relatively infrequent and small. While sex differences tended to confirm the usual sex stereotypes, the two "typical" sub-groups accounted for many of these differences. Differences between the "typical" and "atypical" sub-groups within each sex often paralleled those between the sexes. Findings show that there is a precedent for people of either sex who want to escape sex-role stereotypes and seek career satisfactions in terms of their own values. A major conclusion is that similarities between age and sex groups in the CDM process outweigh differences and justify "sex-blind" guidance, such as facilitated by the SIGI program. (An illustration of a student's interaction with SIGI is included.) (Author/BM)

ED 160 834 CE 018 122

Education for Business. Program Planning Guide & Courses of Study. Revised.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Occupational Education.

Note—238p.

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Administrator Guides, Administrator Role, *Business Education, Course Descriptions, Curriculum Guides, Educational Objectives, Educational Philosophy, Employment Opportunities, *Guidance Functions, Job Skills, Learning Activities, *Office Occupations Education, Physical Facilities, Program Coordination, *Program Development, Program Evaluation, Secondary Education, *Skill Development, Teaching Procedures, Youth Clubs

Identifiers—North Carolina

This publication provides guidelines to aid administrators, counselors, and business teachers in developing business programs for North Carolina youth. Following a brief introduction, the second of ten sections relates a philosophy of business education to its implications for program development and guidance. Section 3 reviews North Carolina's history of business education. The fourth section discusses the challenges of providing programs in occupational awareness, occupational exploration, and occupational preparation. Section 5 suggests program planning guidelines for administrators and reviews the roles of the administrator, business teacher, youth organization, and the advisory committee. Instructional approaches and evaluation criteria are also outlined. In section 6, functions of guidance in the secondary schools are reviewed; roles and responsibilities of business teachers are discussed in section 7. In section 8, facilities and equipment for modernizing or planning are suggested. Section 9 provides information on the youth organization, Future Business Leaders of America. The final and major portion of the publication contains course guides for various business courses (e.g., accounting, business communications, business dynamics, and business law, etc.). Each guide contains the course description, level, prerequisites, objectives, content outline, sample teaching/learning activities, evaluation, instructional media, and instructional approaches. (CSS)

ED 160 835 CE 018 130

A Needs Based Vocational Guidance Program Exemplary Project in Vocational Education Conducted under Part C of Public Law 90-576. Final Report.

Georgia State Dept. of Education, Atlanta.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Sep 76

Contract—OEG-0-74-1741

Note—128p.; Not available in hard copy due to reproducibility problems; For related documents see CE 018 131-144, CE 018 146-148, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Awareness, Career Development, Career Education, Curriculum Development, Educational Strategies, *Faculty Development, Fused Curriculum, Guidance Programs, Inservice Teacher Education, *Needs Assessment, *Occupational Guidance, *Program Coordination, Program Design, *Program Development, *Program Evaluation, Program Guides, Secondary Education

Identifiers—*Georgia Comprehensive Career Guidance Project

The purpose of this project was to develop and disseminate a conceptual model for comprehensive secondary school (7-12) career guidance programs. The model consisted of transportable packages intended to provide a framework for the delivery of career guidance strategies designed to facilitate the achievement of desired student outcomes. Initially, sixteen Georgia school systems were involved, but later seven systems were discontinued and twenty-one new systems were added. A needs assessment was conducted to ascertain need priorities for program planning and development, and a multiple criterion approach to the assessment of the project was planned (some of the instruments are appended). The major conclusions are (1) though staff development is costly and frustrating, it seems to be the key to lasting effect and carry-over from project orientation to project continuation; and (2) there is a critical need at all levels (state, local, and federal) for more program coordination. (Numerous materials are appended, including guides for training paraprofessionals, establishing a career guidance center, setting up a career guidance library, and evaluating the program. Also, twenty-four related documents are available, such as a program development guide–CE 018 146; a staff development handbook–CE 018 138; an external evaluation of the training materials–CE 018 339; and several staff development training manuals and materials for both the secondary and elementary school levels.) (BM)

ED 160 861 CE 018 201

Radioman 3&2. (Revised).

Naval Education and Training Program Development Center, Pensacola, Fla.

Spons Agency—Naval Education and Training Command, Washington, D.C.

Report No.—NAVEDTRA-10228-G

Pub Date—78

Note—559p.; Parts may be marginally legible due to small type

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0502-LP-051-1410)

EDRS Price - MF02/PC23 Plus Postage.

Descriptors—Armed Forces, Autoinstructional Aids, Electricity, Emergency Programs, *Independent Study, Learning Modules, Military Personnel, *Military Training, Navigation, Performance Based Education, Promotion (Occupational), *Radio Technology, *Technical Education, Telecommunication, Test Wiseness

Identifiers—*Navy, *Radiomen

This Rate Training Manual and Nonresident Career Course (RTM/NRCC) form a self-study package that will enable Navy radiomen to help themselves to fulfill the requirements of their rating. Of the seventeen chapters in the manual, the first is nontechnical, providing information concerning the radioman rating and the Navy advancement system and helpful hints for preparing for Navy examinations. The remaining sixteen chapters deal with the technical requirements of the rating which include the subjects of basic electricity; transmitter, receiver, and antenna theory; types and theory of radio wave propagation; systems of diagnosis and quality assurance; testing equipment; communications organization, security, and message formats; theory and operation of teletypewriter circuits, automated systems, and radio communications equipment; procedures of fleet communications and distress communications; and classes and types of commercial traffic. The manual's appendix furnishes a glossary of terms, electronics symbols, and basic electrical formulas. Using the manual as its textbook, the NRCC contains a set of assignments consisting of multiple choice questions and self-scoring answer sheets. The learning objectives which precede each assignment set are designed to lead students through the RTM. (ELG)

ED 160 865 CE 018 230

White, Thomas R.

Adult Vocational Education Follow Through. A System for Participant Feedback for Decision Makers. Final Report.

Indiana Univ., Bloomington. Dept. of Vocational Education.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—Jun 78

Note—166p.; Several pages of sample survey forms at the end of this document will not reproduce well because of small print

Available from—Vocational Education Information Services, Indiana University Library, W501, Bloomington, Indiana 47405 ($2.50 per copy prepaid; single copies free to Indiana residents)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adult Students, *Adult Vocational Education, Career Change, Career Exploration, *Cognitive Development, *Enrollment Influences, *Followup Studies, Improvement, Job Training, *Learning Motivation, Leisure Time, Post Secondary Education, Program Administration, Program Evaluation, Program Planning, Public School Adult Education, School Surveys, *Skill Development

Identifiers—Indiana

The objectives of this project were (1) to develop participant feedback materials that can be used by local adult vocational education (AVE) administrators for program planning, implementation, and evaluation and (2) to determine why participants enroll in AVE programs. A follow-up survey which contained key items from the follow-through system surveys was developed. This instrument was field tested on former AVE participants in four Indiana school systems to determine its feasibility for conducting a state-wide base line survey of adult vocational education. The pilot study indicated that most adults do not enroll in AVE programs to learn basic skills and knowledge for securing immediate employment. Research showed that participants enroll in AVE programs for a diversity of purposes: to upgrade previous training or to learn basic skills and knowledge in order to secure a job, to change jobs either in relation to immediate or future employment, to prepare for entry into advanced training programs, to explore careers, or to pursue a leisure interest. (The following AVE participants feedback system products are included: a sample registration form, an in-program survey, an exit survey, and a participant employer post program survey.) (Author/CSS)

ED 160 866 CE 018 233

Sommer, Cy

Safety Standards Plan for Middlesex County Vocational & Technical High Schools.

Middlesex County Vocational and Technical High Schools, New Brunswick, N.J.

Spons Agency—Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Report No.—SA-461

Pub Date—Jul 78

Note—235p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($5.50 plus postage)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Accident Prevention, Adult Education, Board of Education Policy, Emergency Programs, Equipment Evaluation, Equipment Standards, Health Services, Laboratory Safety, Physical Environment, Prevention, Program Budgeting, Resource Materials, Safety, *Safety Education, Safety Equipment, *School Safety, Secondary Education, *Standards, State Legislation, Student Evaluation, Teaching Methods, Teaching Procedures, *Vocational Education, Vocational Schools

Identifiers—New Jersey (Middlesex County)

This vocational education safety standards plan outlines rules and regulations adopted by the Board of Education of Middlesex County Vocational and Technical High Schools. The first of eleven chapters presents demographics and a safety organization table for Middlesex County Vocational and Technical Schools. In chapter 2, six safety program objectives are stated; three objectives involve meeting safety standards with proper tools, machines, equipment, and personal protective devices. Chapter 3 states the Board of Education's policies for safe operation of vocational courses. Chapter 4 gives specific statements on safety practices and precautions. The fifth chapter presents plans for periodic inspections and maintenance of facilities and equipment. In chapter 6 plans for identification and elimination of potential hazards are outlined. Chapter 7 delineates emergency procedures to be followed in the event of an accident involving a student, teacher, or any other individual. Chapters 8 and 9 recommend methods for providing and assessing students' safety education. The safety budget is presented in chapter 10. The final chapter lists resource materials. Thirty-four samples, such as a shop safety survey, are interspersed throughout the text. Appendixes contain the New Jersey Administrative Code, Title 6, Chapter 43, and information on the Vocational Education Accident Reporting System. (CSS)

ED 160 867 CE 018 271

Martin, Betty B. And Others

Determination of Missouri Home Economics Teachers' Training Needs Related to Instruction of Handicapped Students. Final Report.

Missouri Univ., Columbia.

Spons Agency—Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.

Pub Date—31 Jul 78

Note—22p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Credit Courses, Data Collection, *Educational Needs, Elementary Secondary Education, *Handicapped Students, *Home Economics Teachers, *Inservice Teacher Education, Mainstreaming, Noncredit Courses, Questionnaires, State Surveys, Teacher Aides, Teacher Attitudes, Teacher Workshops

Identifiers—Missouri

The purpose of this study was to collect data concerning the handicapped students who are enrolled in home economics and to determine the type of training that should be provided for home economics teachers in Missouri. Survey instruments were sent to all home economics teachers in consumer and homemaking programs and occupational programs in secondary schools in Missouri in the school year 1977-78. The results of the study based on a thirty-six percent return indicated that eighty-four percent of the teachers reported having handicapped students enrolled in their classes with learning disabled and educable retarded students representing the greatest handicapped enrollments. The home economics teachers recognized a need for additional training. Findings of the study suggested the following recommendations: (1) evening classes for college credit should be offered in various sections of the state, particularly in St. Louis and Southeast and Central Missouri, where the greatest needs exists; (2) after-school non-credit inservice training should be provided in each section of the state; (3) priority should be given to providing instructional materials and resources to use with handicapped students; and (4) support should be given for the use of teacher aides in home economics classrooms and home economics teachers should be encouraged to utilize services and resources of special teachers in their schools. (A copy of the teacher's needs survey is included.) (Author/CSS)

ED 160 872 CE 018 311

Sachar, Jane And Others

Relating Performance in Basic Electricity and Electronics and "A" Schools.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—NPRDC-TR-79-2

Pub Date—Oct 78

Note—63p.

Document Not Available from EDRS.

Descriptors—Academic Achievement, Admission Criteria, Armed Forces, Correlation, Educational Programs, *Electricity, *Electronics, Feasibility Studies, Job Skills, Performance Based Education, Performance Criteria, *Performance Factors, Predictor Variables, Program Evaluation, Research Needs, School Holding Power, *Trade and Industrial Education

Identifiers—*A Schools, *Navy, United States

Navy recruits who are assigned to class "A" schools based on their performance on aptitude tests must complete training at Basic Electricity and Electronics (BE/E) schools prior to enrolling at the "A" schools. Since high attrition rates at the BE/E level due to recruits' failing to master 100 percent of the training modules in the specified time creates a serious problem in the Navy's electronic training program, a study was undertaken to explore the feasibility of lowering mastery standards without significantly affecting "A" school success and of developing criteria for reassigning students to alternative follow-on schools based on early BE/E performance. BE/E and follow-on schools supplied performance data for all students–graduates and nongraduates–in attendance between January and June 1976, and various methods of correlating predictor and criterion variables were computed to predict the success of the feasibility studies. From an analysis of the study results, it was concluded that (1) BE/E performance relates very little to performance in the follow-on "A" schools; (2) reassignment of students to alternative follow-on courses based on early BE/E achievement has a minimal effect on attrition; (3) attrition is due to both poor performance and lack of motivation; and (4) poor students should be identified and reassigned to schools suited to their proficiencies. Further research is needed to determine if differential mastery standards can be applied to various follow-on schools and if using a new BE/E curriculum would reduce attrition. (ELG)

ED 160 873 CE 018 332

Allen, David

An Analysis of Alternatives for the Implementation of Part A, Sec. 111 (2) (A) and (B) Payment to States of Public Law 94-482. Final Report.

California Univ. Extension, Los Angeles, Div. of Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—29 Sep 78

Contract—GOO7703204

Note—164p.; Not available in hard copy because of reproducibility problems

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Change, Administrative Organization, Administrative Personnel, *Administrative Problems, *Expenditures, *Federal Legislation, *Federal State Relationship, Financial Support, National Surveys, *Staff Utilization, State Aid, State Programs, Statewide Planning, Vocational Directors, *Vocational Education

Identifiers—*Public Law 94 482

This project analyzed the effects upon states of the implementation of Part A, Section 111 (2) (A) and (B) Payment to States of Public Law 94-482. Contacts were made with the fifty state directors of vocational education and, with the assistance of an advisory committee, one inquiry document and accompanying definitions were developed. The document was pilot tested with the state director of Arizona. After modifications were made, the inquiry document was sent to the fifty state directors. All fifty responded. Three areas were studied: (1) state administrative funding and staffing, (2) state trends in administrative staffing, workload and state legislative support, and (3) state administrative services and activities in relationship to the percentage of staff time devoted to each. Analyses of the data indicated that most larger states were not optimistic about receiving state legislative support for additional state administrative activities and services. Many states were having staffing problems in fulfilling federal mandates and were redirecting state administrative staff activities and services from some leadership activities to mandated compliance activities. Eleven recommendations were made for alternative actions by the states. (Author/JH)

ED 160 875 CE 018 350

Supplementary Materials for Electrical Apprentice Technical Training. First, Second, Third, and Fourth Year Manuals. Material Demonstrations and Training Film List. Revised to Meet 1975 Electrical Code.

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date—[75]

Note—22p.; Not available in hard copy due to reproducibility problems; For related documents see CE 018 351-360

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Apprenticeships, *Audiovisual Aids, *Electrical Occupations, *Information Sources, Resource Guides, Technical Education

This list of teaching resources is for use with other materials designed for a four-year electrical apprentice training program. Provided is a list of classroom demonstrations and manufacturers who give them and a list of training aids including the topic, title, indication whether filmstrips or movies (black and white or color), the price and the source. Addresses are given for each source. (Related instructor's manuals and worksheets are available–see note.) (JH)

ED 160 876 CE 018 351

Maloyed, Douglas Hedinger, Howard E.

Basic Mathematics Review. Information Sheets and Worksheets for Apprentice and Vocational Students. Revised to Meet 1975 Electrical Code.

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date—[75]

Note—35p.; For related documents see CE 018 350-360

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Apprenticeships, Electrical Occupations, *Learning Activities, Mathematics Materials, Postsecondary Education, *Review (Reexamination), Secondary Education, *Technical Mathematics, Vocational Education, Worksheets

Ten review lessons in basic mathematics are presented in this workbook designed for electrical apprentices and vocational students. The lesson topics are numbers (whole, positive, negative), fractions, decimal fractions, finding common denominators, reciprocals, percentage, powers and square roots, ratio and proportion, the circle and its use of formulas, and negative exponents. Each lesson generally consists of an information sheet, which explains the mathematical operation and gives examples of some problems, and worksheets of problems to be solved by the student. (JH)

ED 160 877 CE 018 352

Jobsite Supervisor Instructor's Manual for Electrical Apprentice Technical Training. Revised to Meet 1978 Electrical Code.

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date—[78]

Note—249p.; Not available in hard copy due to reproducibility problems; For related documents see CE 018 350-360

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Apprenticeships, Curriculum Guides, *Electrical Occupations, Electrical Systems, Electric Circuits, Electricity, Learning Activities, Lesson Plans, *On the Job Training, Postsecondary Education, Technical Education

One hundred and sixteen lesson plans for a first, second, third and fourth year electrical apprentice technical training program are presented in this manual. The lesson plans are generally organized into four steps: introducing the lesson, presenting the lessons (e.g., demonstration), student application (use of worksheets), and checking and follow-up (checking answers to worksheets). Some of the lesson topics are these: first year: tools and equipment, introduction to electricity, cable assemblies, fluorescent lighting and blueprint reading; second year: electrical systems, single phase transformers, three phase motors, sample house plans, and outlet circuiting; third year: alternating currents, power factor correction, class III installations, fundamentals of motor control, and estimating job costs; and fourth year: cable trays, cellular metal floor raceways, switchboards and panelboards, radio and television equipment, and effective foremanship. (Instructor manuals for each year–including lesson plans, information sheets, worksheets, and tests–and workbooks containing worksheets and information sheets are available in separate documents, CE 018 350-360.) (JH)

ED 160 878 CE 018 353

Instructor's Manual for Electrical Apprentice Technical Training. Series No. A (First Year). Revised to Meet 1978 Electrical Code.

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date—78

Note—208p.; Not available in hard copy due to faint print in original document; For related documents see CE 018 350-360

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Apprenticeships, Curriculum Guides, *Electrical Occupations, *Electricity, Learning Activities, Lesson Plans, Postsecondary Education, Technical Education, Trade and Industrial Education, Worksheets

Thirty-six lesson plans for the first of a four-year electrical apprentice technical training program are presented in this instructor's manual. Also included are student worksheets and information sheets for each lesson, and copies of unit tests. (Answers to the worksheets and tests are provided.) The lesson plans are generally organized into four steps: introducing the lesson, presenting the lesson (e.g., demonstration), student application (use of worksheets), and checking and follow-up (checking answers to worksheets). Some of the lesson topics are tools and equipment, introduction to electricity, electromotive force, combination currents, voltage drop, cable assemblies, electrical metallic tubing, cabinets and cutout boxes, fluorescent lighting, and blueprint reading. (Student worksheets and information sheets are also available separately–CE 018 354.

Other related documents, CE 018 350-360, include a basic mathematics review, jobsite supervisor's manual, and instructor's manuals and worksheets for the other three years of the program.) (JH)

ED 160 879 CE 018 354

Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series No. A (First Year). Revised to Meet 1978 Electrical Code.

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date—78

Note—89p.; Not available in hard copy due to faint type in original document; For related documents see CE 018 350-360

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Apprenticeships, *Electrical Occupations, *Electricity, Learning Activities, Postsecondary Education, Technical Education, Trade and Industrial Education, *Worksheets

Information sheets and student worksheets for thirty-six lessons designed for a first-year electrical apprentice technical training program are presented in this workbook. The information sheets provide summary information about the lesson topics and the worksheets contain problems to be solved and questions to be answered relating to each lesson. Some of the lesson topics are tools and equipment, introduction to electricity, electromotive force, combination currents, voltage drop, cable assemblies, electrical metallic tubing, cabinets and cutout boxes, fluorescent lighting, and blueprint reading. (The instructor's manual containing lesson plans, unit tests, and worksheet answers is available as CE 018 353. Other related documents are CE 018 350-360.) (JH)

ED 160 880 CE 018 355

Instructor's Manual for Electrical Apprentice Technical Training. Series No. B (Second Year). Revised to Meet 1978 Electrical Code.

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date—78

Note—207p.; Not available in hard copy due to reproducibility problems; For related documents see CE 018 350-360

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Apprenticeships, Curriculum Guides, *Electrical Occupations, *Electricity, Learning Activities, Lesson Plans, Postsecondary Education, Technical Education, Trade and Industrial Education, Worksheets

Twenty-eight lesson plans for the second year of a four-year electrical apprentice technical training program are presented in this instructor's manual. Also included are student worksheets and information sheets for each lesson, and copies of unit tests. (Answers to the worksheets and tests are provided.) The lesson plans are generally organized into four steps: introducing the lesson, presenting the lesson (e.g., demonstration), student application (use of worksheets), and checking and follow-up (checking answers to worksheets). Some of the lesson topics are electrical systems, single phase transformers, grounded conductors, outside branch circuits, three phase motors, lighting fixtures, sample house plans, and outlet circuiting. (Student worksheets and information sheets for this training program are also available separately–CE 018 356. Other related documents, CE 018 350-360, include a basic mathematics review, jobsite supervisor's manual, and instructor's manuals and worksheets for the other three years of the program.) (JH)

ED 160 881 CE 018 356

Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series No. B (Second Year). Revised to Meet 1978 Electrical Code.

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date—78

Note—103p.; Not available in hard copy due to faint print in original document; For related documents see CE 018 350-360

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Apprenticeships, *Electrical Occupations, Electrical Systems, Electric Circuits, *Electricity, Learning Activities, Postsecondary Education, Technical Education, Trade and Industrial Education, *Worksheets

Information sheets and student worksheets for twenty-eight lesson plans designed for a second-year electrical apprentice technical training program are presented in this workbook. The information sheets provide summary information about the lesson topics and the worksheets contain problems to be solved and questions to be answered relating to each lesson. Some of the lesson topics are electrical systems, single phase transformers, grounded conductors, outside branch circuits, three phase motors, lighting fixtures, sample house plans, and outlet circuiting. (The instructor's manual containing lesson plans, unit tests, and worksheet answers is available as CE 018 355. Other related documents are CE 018 350-360.) (JH)

ED 160 882 CE 018 357

Instructor's Manual for Electrical Apprentice Technical Training. Series No. C (Third Year). Revised to Meet 1978 Electrical Code.

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date—78

Note—191p.; Not available in hard copy due to reproducibility problems; For related documents see CE 018 350-360

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Apprenticeships, Curriculum Guides, *Electrical Occupations, Electric Circuits, Learning Activities, Lesson Plans, Postsecondary Education, Technical Education, Trade and Industrial Education, Worksheets

Twenty-five lesson plans for a third-year electrical apprentice technical training program are presented in this instructor's manual. Also included are student worksheets and information sheets for each lesson, and copies of unit tests. (Answers to the worksheets and tests are provided.) The lesson plans are generally organized into four steps: introducing the lesson, presenting the lesson (e.g., demonstration), student application (use of worksheets), and checking and follow-up (checking answers to worksheets). Some of the lesson topics are alternating currents, power factor correction, class III installations, gasoline dispensing and service stations, fundamentals of motor control, and estimating job costs. (Student worksheets and information sheets for this training program are also available separately–CE 018 358. Other related documents are CE 018 350-360 and include a basic mathematics review, jobsite supervisor's manual, and instructor's manuals and worksheets for the other three years of the program.) (JH)

ED 160 883 CE 018 358

Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series C (Third Year). Revised to Meet 1978 Electrical Code.

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date—78

Note—84p.; Not available in hard copy due to faint print in original document; For related documents see CE 018 350-360

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Apprenticeships, *Electrical Occupations, Electrical Systems, Electric Circuits, Learning Activities, Postsecondary Education, Technical Education, Trade and Industrial Education, *Worksheets

Information sheets and student worksheets for twenty-five lesson plans designed for a third-year electrical apprentice technical training program are presented in this workbook. The information sheets provide summary information about the lesson topics and the worksheets contain problems to be solved and questions to be answered relating to each lesson. Some of the lesson topics are alternating currents, power factors, correction, class III installations, gasoline dispensing and service stations, fundamentals of motor control, and estimating job costs. (The instructor's manual containing lesson plans, unit tests, and worksheet answers is available as CE 018 357. Other related documents are CE 018 350-360.) (JH)

ED 160 884 CE 018 359

Instructor's Manual for Electrical Apprentice Technical Training. Series No. D (Fourth Year). Revised to Meet 1978 Electrical Code.

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date—78

Note—162p.; Not available in hard copy because of light print in original document; For related documents see CE 018 350-360

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Apprenticeships, *Curriculum Guides, *Electrical Occupations, *Instructional Materials, *Job Training, Learning Activities, *Lesson Plans, Postsecondary Education, Technical Education, *Worksheets

Twenty-seven lesson plans for a fourth-year electrical apprentice technical training program are presented in this instructor's manual. Also included are student worksheets and information sheets for each lesson, and copies of unit tests. (Answers to the worksheets and tests are provided.) The lesson plans are generally organized into four steps: introducing the lesson, presenting the lesson (e.g., demonstration), student application (use of worksheets), and checking and follow-up (checking answers to worksheets). Some of the lesson topics are cable trays, cellular metal floor raceways, switchboards and panelboards, radio and television equipment, troubleshooting control circuits, basic theory of electronics, and effective foremanship. (Student worksheets and information sheets for this training program are also available separately–CE 018 360. Other related documents include a basic mathematics review, jobsite supervisor's manual, and instructor's manuals and worksheets for the other three years of the program–see note.) (JH)

ED 160 885 CE 018 360

Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series D (Fourth Year). Revised to Meet 1978 Electrical Code.

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date—78

Note—60p.; Not available in hard copy due to faint print in original document; For related documents see CE 018 350-359

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Apprenticeships, *Electrical Occupations, Electrical Systems, Electric Circuits, Electronics, Learning Activities, Postsecondary Education, Technical Education, Trade and Industrial Education, *Worksheets

Information sheets and student worksheets for twenty-seven lesson plans designed for a fourth-year electrical apprentice technical training program are presented in this workbook. The information sheets provide summary information about the lesson topics and the worksheets contain problems to be solved and questions to be answered relating to each lesson. Some of the lesson topics are cable trays, cellular metal floor raceways, switchboards and panelboards, radio and television equipment, troubleshooting control circuits, basic theory of electronics, and effective foremanship. (The instructor's manual containing lesson plans and unit tests is available as document CE 018 359. Other related documents are CE 018 350-360.) (JH)

ED 160 886 CE 018 377

Meinsterelfel, Elizabeth B. Armstrong, Ruth D.

A Study to Determine the Utilization of Shorthand in Pennsylvania Offices.

Shippensburg State Coll., Pa.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—78

Note—38p.; Some pages in this document will not reproduce well due to light print

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Business Skills, Educational Needs, Employment Qualifications, *Job Skills, Literature Reviews, Needs Assessment, Occupational Information, Office Machines, *Office Occupations Education, Office Practice, Promotion (Occupational), Secretaries, Senior High Schools, *Skill Obsolescence, Stenographers, *Stenography, Testing, *Use Studies

Identifiers—*Pennsylvania

To determine the need for shorthand instruction in business education programs, a study and literature review were conducted on the status of shorthand as a job requirement for secretaries and stenographers. The literature review covered studies published prior to 1976 and indicated that shorthand was still considered a necessary skill at that time. Based on the replies received from 854 of the 1,851 Pennsylvania businesses surveyed, the future usefulness of shorthand appeared assured and the following conclusions were reached: (1) the larger the office staff, the more frequently shorthand is required; (2) a dictation speed of eighty to one hundred words per minute is usually expected for employment; (3) most applicants are asked to take a dictation test averaging six and a half minutes; (4) shorthand is not considered necessary for company advancement; (5) a high school education with business training is adequate for most secretarial/stenographic jobs; and (6) shorthand is not rapidly being replaced by word-processing centers since less than ten percent of the respondents have installed such centers. High school business courses should, therefore, continue to teach shorthand but should also offer instruction in the use of other media for recording dictation, give practice dictation tests like those used by businesses, and encourage students to achieve minimum skills and to regard high school as a culminating educational experience. (ELG)

ED 160 887 CE 018 380

Martin, Betty B. And Others

An Investigation of Consumer Education Course Content and Methodology and Related Needs of Consumer Education Teachers in Missouri. Final Report.

Missouri Univ., Columbia.

Spons Agency—Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.

Pub Date—30 Jun 78

Note—18p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, *Concept Teaching, *Consumer Education, Course Content, Educational Needs, Elementary Secondary Education, *Fused Curriculum, *Inservice Teacher Education, *Needs Assessment, Teacher Participation, Teaching Methods

Identifiers—Missouri

To effectively provide services to assist consumer educators, data was sought regarding (1) the specific types of classes in which consumer education is taught, (2) the concepts and methodology included in consumer education courses, (3) the concepts and methodology for which teachers feel a particular need for additional information, and (4) the types and structures of inservice courses which would be most useful to consumer educators. This information could aid institutions of higher education and the State Department of Elementary and Secondary Education in providing the most effective assistance to consumer educators. Survey instruments were developed and sent to consumer educators in the state of Missouri. The results of the investigation indicate that teachers in several subject matter disciplines are instructing consumer education topics. There is strong evidence to suggest that classroom teachers are seeking assistance with subject matter information and teaching methods and materials. Three recommendations were offered: first, inservice workshops emphasizing subject matter information be initiated; second, a statewide consumer education association be developed; and third, consideration and use of community resources by the classroom teacher be encouraged. (Author/CSS)

ED 160 888 CE 018 386

Patterson, Douglas And Others

Alabama Vocational Management Information System. Final Report.

Alabama State Dept. of Education, Montgomery. Div. of Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—21 Oct 77

Contract—GOO7500316

Note—53p.; Page 25, and some appendix materials, will not reproduce because of poor print quality

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Annual Reports, Budgeting, Comprehensive Programs, *Data Collection, Data Processing, Educational Finance, *Electronic Data Processing, Enrollment, Followup Studies, Industrial Training, Input Output, *Management Information Systems, Manpower Utilization, Post Secondary Education, Program Improvement, *School Accounting, School Personnel, School Statistics, Secondary Education, *State Programs, Student Records, Systems Development, Technical Institutes, *Vocational Education

Identifiers—Alabama

A project was developed to design and implement a management information system (MIS) to provide decision makers with accurate, usable, and timely data and information concerning input, output, and impact of vocational education. The objectives were to (1) design an MIS embracing student accounting, fiscal accounting, manpower analysis, and program evaluation; (2) develop automated data collection and processing for postsecondary enrollments, adult follow-up, industrial development training, secondary program evaluation, and supply-demand interface; and (3) field test automated data processing of the following components: enrollment reports, secondary/postsecondary enrollment updating, annual teacher reports, and a technical college follow-up report. The approach was to evaluate and consolidate existing data systems' components and to develop additional components. In-service training was conducted to insure that all subsystems were compatible and subject to being integrated. A plan for a comprehensive program was developed concurrently with various subsystems' development and field testing. A comprehensive vocational management information system was developed incorporating automated data bases for student, personnel, and fiscal accounting. Data elements are based on individual student, teacher, program, and school district. System information is used for program planning and evaluation, budgeting and financial distribution, and general program administration. (Author/CSS)

ED 160 889 CE 018 388

Brown, C. Edward

Job Title Analysis for Selected Job Titles in Horticulture. Final Report.

Purdue Univ., Lafayette, Ind.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.; Office of Education (DHEW), Washington, D.C.

Note—68p.; Not available in hard copy due to faint print in original document

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agricultural Education, *Curriculum Development, *Job Skills, *Landscaping, Occupational Surveys, Ornamental Horticulture, *Ornamental Horticulture Occupations, State Surveys, *Task Analysis, *Validity

Identifiers—Indiana, *V TECS Catalogs

The systematic development of horticulture curriculum for Indiana was the focus of this research project which validated a job task list for use in instructional material development. The job title catalog, A Landscape Gardener, was selected from those currently available through the Vocational-Technical Consortium of States (V-TECS) program. A purposive study as outlined in the V-TECS technical reference handbook was undertaken to validate this job title catalog for Indiana. Survey instruments were sent to job incumbent personnel in horticulture businesses and data from twenty returned surveys was tabulated and analyzed. From the selected list of 165, job incumbents selected 109 as those most commonly performed, also indicating tools commonly used and amount of time spent at various tasks. Finally the validated list of tasks contained in the job title catalog were sequenced to facilitate further work in instructional materials development. (Survey instruments and survey data are included in the appendixes.) (JH)

ED 160 890 CE 018 393

Pandya, Himanshu S.

Teacher Expectancy Related to Student Performance in Vocational Education.

Pennsylvania State Univ., University Park. Dept. of Agricultural Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—Sep 78

Note—14p.; Not available in hard copy because of reproducibility problems

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, *Achievement Tests, *Attitude Tests, Cognitive Ability, Comprehensive High Schools, Educational Research, *Expectation, Psychomotor Skills, Secondary Education, Student Motivation, Student Teacher Relationship, *Teacher Influence, Units of Study, *Vocational Education

A study was designed (1) to discover the effect of teacher expectation on student performance in the cognitive and in the psychomotor skills, and (2) to analyze students' attitudes toward teachers because of teacher expectations. The study utilized two different instructional units. The quality milk production unit was used to teach cognitive skills with emphasis on class instruction and paper and pencil tests. The small gasoline engine unit was used to teach certain psychomotor skills. Each instructional unit was taught in two comprehensive high schools. Students within each class were divided into three groups. Group one, positive expectancy students, received constructive comments on their assignments and appropriate teacher behavior during the experiment. Group two, constructive expectancy students, received constructive comments on the assignments and appropriate teacher behavior during the experiment. Group three, control group students, received no comments on their assignments and no expectancy interaction from teachers. After one month of instruction, students were tested in each subject area. Students' attitudes toward the teacher and subject were also measured before and after the experiment. The findings revealed that the teacher's expectations did change the students' attitudes toward the teacher and subject; however, written comments by the teacher on students' assignments had no significant effect on the level of student achievement. (Author/CSS)

ED 160 891 CE 018 406

Hughes, James H. Rice, Eric

Needs Assessment Procedure: Mainstreaming Handicapped. Volume I. Final Technical Report.

System Sciences, Inc., Chapel Hill, N.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—May 78

Contract—G0077C0070

Note—18p.; For a related document see CE 018 407

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Guides, Decision Making, Educational Strategies, Evaluation Methods, *Handicapped Children, *Mainstreaming, Material Development, *Needs Assessment, Program Evaluation, *Program Planning, *Vocational Education

The design and development of a needs assessment procedure to assist local vocational education administrators in planning a mainstreaming approach for handicapped students in vocational education was the purpose of this study. The methodology involved a review of the literature on the general mainstreaming topic, program planning, needs assessment procedures, barrier identification and analysis, program evaluation, mainstreaming handicapped in vocational education, and related areas and issues. Also, interviews were conducted with special education directors in five school systems. From the studies and reports reviewed, a procedure was designed and developed. It is conceptually based on a program planning and evaluation model with four components: (1) needs assessment and barriers identification; (2) development of strategies to meet needs and overcome barriers; (3) implementation of planned strategies, and (4) evaluation. The procedure features the nominal group process technique in the needs assessment and barriers identification phase, and the force field analysis technique in the development and selection of alternative strategies. An administrator's manual was prepared to guide application of the needs assessment and planning procedure at the local education agency level. (It is available as CE 018 406, Volume II of this two-volumed report.) (Author/JH)

ED 160 892 CE 018 407

Hughes, James H. Rice, Eric

Needs Assessment Procedure: Mainstreaming Handicapped. Volume II. A Manual for Vocational Education Administrators. Final Report.

System Sciences, Inc., Chapel Hill, N.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—May 78

Contract—GOO7700070

Note—88p.; For a related document see CE 018 406

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Guides, Decision Making, Educational Strategies, Evaluation Methods, Force Field Analysis, *Handicapped Children, *Mainstreaming, *Needs Assessment, Program Evaluation, *Program Planning, *Vocational Education

Identifiers—Education Amendments 1976, Education for All Handicapped Children Act, Nominal Group Process

Intended to assist local vocational education administrators in needs assessment and planning procedures for mainstreaming handicapped students, this manual presents a five-step process: (1) needs assessment and barrier identification (includes instruction in the nominal group technique process); (2), goal, objective, and strategy development (a general planning model is presented along with instructions on formation of a local planning committee); (3) criteria and process for strategy selection (use of the Force Field Analysis technique is presented); (4) planning activities for strategy implementation; and (5) planning for evaluation (types of evaluation, measurements, and preparation of an evaluation plan are discussed). Included in the appendixes are an instructional pamphlet which gives an overview of mainstreaming (history, legislation, definition) and lists of resources: organizations, institutions, and agencies; instructional materials (names, addresses, and brief description given), and planning materials (names, addresses, and brief description given). (The report of the project which developed and produced this manual is available as Volume I, ED 018 406.) (JH)

ED 160 893 CE 018 409

Brower, Edward B.

Course of Study for Secondary Level Bookkeeping/Accounting. Final Report.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—Sep 78

Note—131p.; Not available in hard copy because of reproducibility problems

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Accounting, Behavioral Objectives, *Bookkeeping, Business Education, Business Skills, Career Awareness, Career Exploration, *Career Opportunities, Course Descriptions, Curriculum Evaluation, Curriculum Guides, *Educational Methods, Educational Resources, *Employment Qualifications, Flexible Progression, Higher Education, Integrated Curriculum, Job Skills, Occupational Information, *Performance Based Education, Secondary Education, Student Evaluation, Systems Approach, Vocational Education, Work Attitudes

The present project was designed to continue the preparation of a course of study useful for developing secondary level bookkeeping/accounting instruction. The course of study is intended to (1) derive vocational instruction for students with varying career goals, (2) develop accounting-oriented career exploration units for Introduction to Vocations classes or conceptually similar career awareness activities, (3) develop an awareness of the functions and operations of business, (4) evaluate instruction, and (5) orient college accounting instruction designed to prepare secondary level bookkeeping/accounting instructors. The project outcomes include a bookkeeping/accounting course of study with the content arranged under the following chapter headings: Chapter 1–Accounting in the Secondary School; Chapter 2–Accounting Careers; Chapter 3–Accounting Content; Chapter 4–Organization, Resources and Methods; and Chapter 5–Evaluation. It is anticipated that the course of study will be used by teachers, teacher educators, curriculum planners, and others charged with the development of accounting instruction for young people with varying career goals. (Author/CSS)

ED 160 894 CE 018 417

Jezierski, Kathleen, Comp.

Index of Interim, Supplemental, and Final Reports from Career Education Pilot Projects Supported under Part C and Part D of Public Law 90-576.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—May 78

Note—78p.; Not available in hard copy due to reproducibility problems

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Education, Federal Legislation, *Grants, *Indexes (Locaters), Information Dissemination, Information Retrieval, *Information Services, Input Output, *Pilot Projects, Reports, Research Projects, *State Programs

Identifiers—Public Law 90 576, United States

This index contains accession numbers from the ERIC and AIM/ARM (Abstracts of Instructional and Research Materials in Vocational and Technical Education) systems under which products of career education projects funded under Part C and Part D of Public Law 90-576 may be retrieved. The work is subdivided into four separate indexes, according to first and second rounds of Part C and first and second rounds of Part D, respectively. This publication is intended for use in conjunction with four volumes of abstracts, ED 063 520, ED 136 068, ED 099 518, and ED 099 523. These volumes contain abstracts of the original pilot projects' proposals. The index provides a listing of the grantee, project number, grant number, and the ED (ERIC) and/or VT (AIM/ARM) numbers of the available interim, supplemental, and final reports from each state and territory for each of the four volumes of abstracts. The listing is at times incomplete. An introductory section provides background in the growth of career education. Also included is a key to various codes used in the index and a section explaining in detail how to use the index and retrieve the documents for which ED and VT numbers have been provided. (Author/CSS)

ED 160 895 CE 018 422

Private Vocational Schools and Public Policy.

Educational Testing Service, Princeton, N.J. Education Policy Research Institute.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Sep 78

Contract—300-76-0393

Note—41p.; Not available in hard copy because of light print in original document

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accreditation (Institutions), Administrative Problems, Business Responsibility, Contracts, Educational Attitudes, Educational Finance, *Educational Policy, Educational Problems, Failure Factors, *Federal Aid, *Federal Legislation, Legal Problems, Literature Reviews, Postsecondary Education, *Private Schools, Research Needs, State Legislation, *Vocational Schools

The Vocational Education Act of 1963 allows public agencies to purchase the services of private vocational schools on a contractual basis where such schools can make a significant contribution to attaining the objectives of the state plan for vocational education and provide substantially equivalent training at a lower cost or can provide equipment and services not available in public institutions. Because so few states used these private resources between 1973 and 1977, a study was undertaken to review the extant literature to determine the legal, administrative, and attitudinal barriers to contracts between public and private vocational schools. It was found that (1) statutes in many states do not provide authority for such contracting or are unclear about the existence of such authority; (2) most states lack administrative procedures for managing contracts with private vocational schools; (3) accreditation and trade regulation policies need to be developed and enforced so that abuses by private vocational schools of federal loan and grant programs, as well as other fraudulent practices, will be eradicated; (4) the major barrier to effective use of private school resources appears to be the attitude of local and state authorities who not only regard proprietary schools as inferior but distrust profit-motivated education and fear their competition; and (5) because of the lack of information on the administrative, legal, and attitudinal issues, further research is necessary to identify incentives for the more effective use of private vocational schools and, in particular, to examine the extent of attitudinal barriers. (ELG)

ED 160 897 CE 018 442

Pucel, David J. And Others

A Study of the Need for a Teacher Education Program for Part-Time Adult Vocational Instructors in Minnesota.

Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.

Spons Agency—Minnesota State Dept. of Education, St. Paul.; Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 78

Note—72p.; Appendix materials may not reproduce well due to small print

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Attitudes, Adult Educators, *Adult Vocational Education, *Educational Needs, *Inservice Teacher Education, *Needs Assessment, *Part Time Teachers, Questionnaires, State Surveys, Teacher Attitudes, Teacher Education, Teaching Techniques, Vocational Education Teachers

Identifiers—*Minnesota

The purposes of a Minnesota study were to determine whether or not there should be some type of teacher education program available to part-time adult vocational instructors, to determine whether such a program should be different from that currently available to postsecondary instructors, and, if a program should be made available, to develop some recommendations for its composition. The data were obtained from written questionnaires administered to a representative sampling of part-time adult vocational instructors and all Minnesota area vocational-technical institutions' adult vocational coordinators. Results were as follows: (1) ninety-three percent of the coordinators and eighty-seven percent of the instructors felt there was a need for a teacher education program; (2) the exact composition of the program was not determined although the five core courses required to achieve five-year certification at the postsecondary level might also be appropriate for the adult instructors; (3) instructors felt the need for substantial assistance in dealing with human interactions in the classroom and techniques for identifying the individual needs and capacities of students, and also assistance in addressing special needs students; and (4) the most effective delivery system to the instruction instructors seemed to be similar to the procedures used with postsecondary vocational instructors. (The questionnaires are appended.) (JH)

ED 160 898 CE 018 483

Corvalan, Oscar, V

Vocational Training in Latin America: A Comparative Perspective. Monographs on Comparative and Area Studies in Adult Education.

British Columbia Univ., Vancouver. Center for Continuing Education.International Council for Adult Education, Toronto (Ontario).

Pub Date—77

Note—112p.

Available from—Centre for Continuing Education, The University of British Columbia, Vancouver, B.C., Canada V6T 1W5 ($5.00)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, Business Education, Comparative Analysis, *Developing Nations, Educational Planning, Educational Problems, Financial Support, Industrial Training, *Job Training, Labor Education, Manpower Development, *National Programs, *Nonformal Education, State Programs, Technical Education, Technical Institutes, Traditional Schools, Vocational Education, *Vocational Training Centers

Identifiers—Latin America

The purpose of this book is to describe and analyze the major vocational training institutions of Latin America, from the educational planner's point of view, in order to map the terrain in this field and propose some guidelines useful to planners. The first two chapters discuss some conceptual problems related to the field of non-formal education and present the major characteristics of the most important vocational training institutions in Latin America. Chapter 3 analyzes their organizational aspects, activities, and relationship to formal systems of education. Chapter 4 presents a discussion of the various patterns of financing vocational training and formal schooling in Latin America, as well as describes the factors to be considered in the implementation of vocational education policies for adults and young people in Latin America. Finally, a few conclusions are presented concerning the possibilities and limitations of the implementation of non-formal education programs generally. (CSS)

ED 160 900 CE 018 503

Roth, Dennis M.

Should the Federal Government Implement a Program Which Guarantees Employment Opportunities for All U.S. Citizens in the Labor Force? Inter-Collegiate Debate Topic, 1978-1979, Pursuant to Public Law 88-246.

Library of Congress, Washington, D.C. Congressional Research Service.

Report No.—House Doc-95-328

Pub Date—78

Note—119p.; Notational information throughout this document will not reproduce well due to small print

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Bibliographies, Debate, *Economic Factors, Employment, *Employment Opportunities, Employment Practices, Federal Government, *Federal Legislation, *Government Role, Job Development, Labor Force, Manpower Utilization, Program Development, *Public Policy, Social Problems, Unemployed, Welfare

Identifiers—Public Law 88 246, United States

This is a compilation of selected articles and a bibliography on the 1978-79 intercollegiate debate proposition: Resolved, that the Federal Government should implement a program which guarantees employment opportunities for all U.S. citizens in the labor force. The introduction briefly reviews the United States post-World War II history of employment policy and legislation. Ten articles provide a wide range of views. The articles are as follow: "The Goal of Genuine Full Employment," by Helen Ginsburg; "Can Government Guarantee Full Employment?" by Emerson P. Schmidt; "Why We Have No Full Employment Policy," by James K. Galbraith; "Securing Total Employment: The Role of Government," by James O'Toole; "Against a Federal Guaranteed Employment Program," by Dave M. O'Neill; "Controversy over the Humphrey-Hawkins Proposals to Control Unemployment: Con," by Michael Markowitz; "High Employment and Income Maintenance Policy," by the United States Chamber of Commerce; "Fighting Poverty with Jobs: Public and Private Payroll Weapons," by James L. Freund; "JOIN: a Jobs and Income Program for American Families," by Robert I. Lerman; and "Employment Guarantees Should Replace the Welfare System," by Arnold H. Packer. Finally, there are sections containing a selected bibliography and a resource guide to the following topic: the Federal Government's role in guaranteeing full employment opportunities. (CSS)

ED 162 050 CE 012 032

Basic Workshops for Medical Record Clerical Personnel.

Intermountain Regional Medical Program, Salt Lake City, Utah.

Note—44p.; Not available in hard copy due to thin type in original document

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accreditation (Institutions), Adult Vocational Education, *Cluster Grouping, *Confidential Records, Curriculum Guides, *Data Collection, Hospitals, *Indexing, *Information Storage, *Medical Case Histories, Medical Record Technicians, Postsecondary Education

Identifiers—International Classification of Diseases, Standard Nomenclature of Diseases and Operations, United States

This curriculum guide is an outline of the content for basic workshop training sessions of hospital medical record personnel. Following a two-page topical outline of five content areas, there is a detailed presentation of this content as follows: (1) the medical record and its contribution to patient care (Joint Commission for Accreditation of Hospitals [JCAH] standards in medical record services, and the content, value and confidentiality of the medical record); (2) record filing systems (numbering methods, filing systems, and microfilming); (3) indexing (purpose and types of indexes); (4) introduction to the "International Classification of Diseases, Adapted for Use in the United States" (ICDA-8) and "Standard Nomenclature of Diseases and Operations" (SNDO) (principles for using ICDA and SNDO, general instructions in coding, and introduction to other terminology and coding systems); and (5) discharge service analysis (data tabulation procedure, disease classifications with definitions, and programmed service analysis worksheets of fifteen brief cases to be assigned according to hospital clinical services). A list of fifteen recommended reference books and periodicals is appended. (EM)

ED 162 052 CE 014 566

Human Development Modules. Samples for Levels III, IV, and V. Home Economics Education, No. 3.

New York State Education Dept., Albany. Bureau of Occupational Education Curriculum Development.

Pub Date—77

Note—80p.; Not available in hard copy due to light type; For related documents see ED 140 069 and CE 017 853

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Careers, Consumer Education, Curriculum Development, Family Life Education, Family Management, Health Education, *Home Economics Education, *Human Development, Interpersonal Relationship, *Learning Activities, *Learning Modules, Leisure Time, Safety Education, Secondary Education, State Curriculum Guides, *Student Evaluation

Based on the New York State homemaking-family living curriculum, this document presents sample modules appropriate for instructional levels III, IV, and V (grades 9-12) for each of the content emphases in the human development subject area. These content emphases include management, buymanship, leisure, career, health/safety, and relationships. Each module contains the following elements: learning outcome; behavioral outcomes; suggested learning experiences; suggested measurement of student progress; and related module titles. The modules are arranged by instructional level, and a chart presenting the scope of learnings covered by the modules precede each instructional level group. In all, sixty sample modules are included in this document. These modules can be used as they are for instruction, can be adapted to fit the local situation, or can be used as models for producing other modules. Guidelines for evaluating and editing home economics modules are appended. (A related document, ED 140 069, describes the total New York State homemaking-family living curriculum design for grades 9-12 and contains two sample courses to serve as models: one with a subject area focus and one with a content emphasis focus. Curriculum guidelines and sample modules for grades 5-8 are available in a separate document, CE 017 853.) (BM)

ED 162 055 CE 016 626

The Effect of Career Awareness and Career Exploration Counseling on the Vocational Choices of Inner-City High School Students. Report on Project BITE [Business, Industry, Training, Education].

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—California State Dept. of Education, Los Angeles.

Pub Date—Mar 78

Note—142p.; Not available in hard copy due to poor print quality in original document

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Awareness, *Career Choice, *Career Education, *Career Exploration, Community Involvement, Decision Making, Field Trips, Occupational Information, Program Development, *Program Effectiveness, Program Evaluation, *School Community Relationship, School Industry Relationship, Secondary Education, Student Attitudes, Urban Schools, Vocational Counseling, Work Attitudes

Identifiers—Business Industry Training Education, Inglewood Unified School District CA

Project BITE (Business-Industry-Training-Education) was conducted to determine if career decisions of inner-city high school students can be influenced by career training in the areas of career information, career exploration, and job development. The study was also planned to provide information about how schools can achieve maximum benefits from exposure of students to the world of work through cooperation with and assistance of business, industry, and the community. Twenty-nine students were enrolled in BITE classes at two inner-city high schools in the Inglewood (California) Unified School District. Two control group classes of twenty-five students each were also identified. Students in both the BITE classes and the control classes had been identified as having "no vocational choice" prior to the start of the program. The classes consisted of five days of special study devoted to each of the fifteen modules developed around different occupational clusters. Field trips and resource speakers were utilized in addition to classroom activities. Each student was given a pre- and posttest to determine his/her attitudes and feelings toward making a career choice and entering the world of work and to determine the student's knowledge about occupations and decisions relevant to choosing a career. The results indicated that the average BITE student rasied his/her score on both the attitude and competency scales by twenty percentage points during the semester, while the average control student increased his/her score by one-half of one percentage point during the semester. (BM)

ED 162 056 CE 016 846

Boyer, Ernest L.

Remarks of Ernest L. Boyer, U.S. Commissioner of Education.

Pub Date—4 May 78

Note—20p.; Speech given at The Annual Joint Meeting of the State and National Advisory Councils on Vocational Education (Washington, D.C., May 4, 1978); Page 6 will not reproduce well due to poor print quality in the original document

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alternative Schools, *Educational Alternatives, Educational Attitudes, *Educational Change, Educational Demand, Educational Development, Educational Innovation, Educational Methods, *Educational Needs, Educational Problems, Elementary Secondary Education, Institutional Role, Postsecondary Education, Social Attitudes, *Student School Relationship, *Vocational Education

The coming decade will be a more significant period for the relationship of education to vocation and work than any other period in U.S. history. No longer will life be divided into periods of preschool play, formal learning, forty years of work, and decline; rather, these periods will interlock, especially as continued learning becomes increasingly necessary for work. Thus, the definition of a student must be changed, and likewise the areas of educational content and structure. Schools must recognize that they are dealing with students who have flexible and multiple demands and that their structures must be flexible and permit these alternative demands. An example of a flexible college is located in New York at Empire State College which operates through urban learning centers, instead of a campus, and permits students to develop their own course of study. Educational content must change so that people no longer think of liberal vs. vocational education. Schools must assist students to deal not only with intellectual ideas, but also with the practical application of these ideas. Notions that one field surpasses another in dignity and worthiness need to be dropped from society's thinking. If schools do not make these adjustments in structure and content, new kinds of institutions will emerge to fulfill these needs. (ELG)

ED 162 057 CE 017 015

Campbell, Clifton P.

Descriptive Report on Numerically Controlled Equipment.

Pub Date—78

Note—65p.; Photographs throughout this report may not reproduce well; For a related document see CE 017 014

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Computers, Definitions, Descriptive Writing, Drafting, Electronic Control, Equipment, *Inspection, *Machine Tools, *Numerical Control, Postsecondary Education, *Production Techniques, *Testing, Trade and Industrial Education, Vocational Education

This report presents descriptive information on numerically controlled operational devises. The information is designed for the education and training community, manufacturers, supervisors, machine operators, and others who do not have an extensive technical background in numerical control. In the first of three chapters, numerical control background information and definitions are provided. Numerical control is defined as a system in which numerical data is inserted into a machine to control or direct the operations of the machine. In chapter 2, the use and description of numerically controlled drafting machines and plotting machines are discussed. Over fifteen types of production equipment and two types of inspection/testing machines are described. Representative machine examples are discussed, and twenty-six pictures of various production and inspection/testing machines accompany the text. Chapter 3 summarizes the report's contents. An extensive bibliography is included. (A glossary of numerical control language is available separately–see note.) (CSS)

ED 162 059 CE 017 209

Schurter, William J.

The Development of a Procedure for the Design of Competency Based Modular Instructional Programs. Final Report.

Maryland Univ., College Park. Dept. of Industrial Education.

Spons Agency—Maryland Vocational Education Research Coordinating Unit, Baltimore.

Pub Date—78

Note—53p.; Not available in hard copy due to light print in original document

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Auto Mechanics (Occupation), Behavioral Objectives, Curriculum Development, Demonstration Programs, *Job Skills, *Learning Modules, *Performance Based Education, Program Development, Program Guides, Q Sort, *Sequential Programs, *Task Analysis, Teaching Methods, Technical Education, *Trade and Industrial Education, Vocational Education

Identifiers—Maryland, Vocational Technical Education Consortium States

A project was designed to develop a curriculum model based on salient, sequenced occupational tasks. After an extensive literature review and staff discussions, a modified Q-Sort procedure was formulated to select and sequence tasks. The procedure made it possible to readily utilize a catalogue of tasks compiled by the Vocational-Technical Consortium of States (V-TECS). The tasks were used to develop a competency based modular vocational and technical model. Two general automotive task outlines were prepared as examples of the application of the sorting procedure. The outlines are intended to serve as models for subsequent instructional program designs which employ V-TECS catalogues. Also, a procedure handbook for local educators (included as Appendix A) was written to detail procedures for using V-TECS occupational catalogues to develop competency based modular instructional programs. (CSS)

ED 162 060 CE 017 294

Study of Essential Living Skills for Members of Families in Multiple Roles. Final Project Report.

Spons Agency—Arizona Occupational Research Coordinating Unit, Phoenix.; Arizona State Dept. of Education, Phoenix. Home Economics Education.

Pub Date—30 Jun 78

Note—288p.; Not available in hard copy due to reproducibility problems

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Daily Living Skills, Employee Attitudes, Employees, *Employment, *Family Role, Females, Housewives, Individual Characteristics, *Interpersonal Competence, Males, Questionnaires, Role Perception, Sex Role, Sex Stereotypes

A study was performed to identify empirically those essential living skills (ELS) perceived as important by men and women in their roles as a family member, an individual, and as an employee. Data was collected on a voluntary basis from 4,929 employed persons contacted through businesses, and 124 homemakers surveyed door-to-door. The ELS instrument consisted of eighty-seven items relating to roles of the family member, the individual, and the employee. Respondents could check the item as being important to one or more of the roles or not important to any of the roles. Demographic information was also collected and used in the study. Among the findings and conclusions it was noted that (1) more ELS were perceived as necessary for the individual role, and ELS for the employee role were least in number; (2) there were greater similarities of ELS needed for the two roles of family member and individual than any other of the possible role combinations; (3) relatively few ELS were seen as important for the employee role; and (4) sex stereotyping was reflected in that males noted more ELS for males than females in the employee role and more ELS for females than males in the family role; generally, females concurred with this viewpoint. (CSS)

ED 162 062 CE 017 453

Watkins, Nettie Patton, Bob

[Nursing] Test Pool Questions. Area II.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
Pub Date—78
Note—383p.; For a related document see CE 017 454
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Birth, Child Care, Educational Testing, *Health Occupations Education, Health Personnel, Infants, Job Skills, Medical Services, Medicine, Mothers, *Multiple Choice Tests, *Practical Nursing, State Licensing Boards, Surgery

This manual consists of area 2 test pool questions which are designed to assist instructors in selecting appropriate questions to help prepare practical nursing students for the Oklahoma state board exam. Multiple choice questions are utilized to facilitate testing of nursing 2 curriculum objectives. Each test contains questions covering each concept; however, a test does not necessarily measure each specific objective. The instructor is advised to use questions best related to his/her own presentation method. A table of contents corresponds to the major tabs and subtabs and indicates where questions relating to a certain subject are presented. An answer key is supplied at the end of each test. There are five major sections: (1) medications, (2) nursing principles and skills 2, (3) maternal and infant care, (4) nursing of children, and (5) medical surgical nursing. Forty-three units are covered in the five sections. (For nursing test pool questions for area 1, see CE 017 454.) (CSS)

ED 162 063 CE 017 454

Watkins, Nettie Patton, Bob

[Nursing] Test Pool Questions. Area I.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
Pub Date—77
Note—284p.; For a related document see CE 017 453
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Biological Sciences, Educational Testing, *Health Occupations Education, Health Personnel, History, Intercommunication, Interdisciplinary Approach, Interpersonal Relationship, Job Skills, Medical Services, *Multiple Choice Tests, *Practical Nursing, State Licensing Boards

This manual consists of area 1 test pool questions which are designed to assist instructors in selecting appropriate questions to help prepare practical nursing students for the Oklahoma state board exam. Multiple choice questions are utilized to facilitate testing of nursing 1 curriculum objectives. Each test contains questions covering each concept; however, a test does not necessarily measure each specific objective. The instructor is advised to use questions best related to his/her own presentation method. A table of contents corresponds to the major tabs and subtabs and indicates where questions relating to a certain subject are presented. An answer key is supplied at the end of each test. There are three major sections: (1) personal vocational relationships, (2) basic nursing principles and skills, and (3) life sciences and health. Fifty-one units are covered in the three sections. (For nursing test pool questions for area 2, see CE 017 453.) (CSS)

ED 162 068 CE 017 668

A Report of a Study for Improving Personnel Development in Occupational Education for Illinois. Final Report.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Vocational and Technical Education.
Pub Date—74
Note—87p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Administrative Personnel, *Career Education, Community Agencies (Public), Community Colleges, Educational Alternatives, *Educational Needs, Inservice Teacher Education, Instructional Staff, Interviews, Occupational Guidance, *Performance Based Teacher Education, Personnel Data, Personnel Needs, Schools of Education, Secondary Education, *Staff Improvement, State Agencies, Statewide Planning, Surveys, *Teacher Education, Vocational Counseling
Identifiers—Illinois

A study was performed to examine problems and opportunities associated with occupational education personnel development. Study objectives were (1) to define the career education concept in relation to occupational personnel development needs, (2) to analyze the need for personnel required to implement occupational education goals, (3) to describe Illinois' personnel development system components, (4) to suggest alternative program delivery models, (5) to develop recommendations and model implementation strategies, and (6) to identify problem areas requiring additional research or funding. Opinions and information were supplied by over 500 professional educators, teachers and administrators, state education agency personnel, and citizens throughout Illinois. Study activities included interviews, surveys, and identification of three major occupational education personnel categories. Sixty-six percent of the secondary schools and community colleges surveyed responded; this portion of the study revealed increased enrollment in occupational programs. Occupational education directors expressed a need for inservice staff development. A survey of Illinois teacher training institutions found a considerable amount of institutional resources available to serve occupational education personnel development. To meet alternative program development needs, it was suggested that institutions must increase their understanding of career education and development. Few developed occupational teacher education programs exist. The study yielded numerous recommendations. (CSS)

ED 162 069 CE 017 685

Making Housing Decisions. [Teacher Materials and Student Materials].

Oregon Association of Realtors, Salem.Oregon State Dept. of Education, Salem.
Pub Date—[76]
Note—27p.; The Teacher Materials section may not reproduce well due to being printed on colored paper
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Curriculum Guides, Definitions, *Financial Needs, Financial Services, *Financial Support, *Housing, Insurance Programs, *Learning Activities, Loan Repayment, Performance Based Education, Property Appraisal, Property Taxes, *Real Estate, Resource Materials, Vocabulary
Identifiers—Escrow, Mortgages

This curriculum guide provides the teacher with materials for a course on how to make housing decisions based on eight considerations: (1) the advantages of buying versus those of renting; (2) buying and the major expenses that it entails; (3) evaluating and choosing a house; (4) methods of financing; (5) the purpose of escrow; (6) property taxes; (7) types of property insurance; and (8) planning for resale by assessing such factors as appreciation and depreciation. The teacher's section includes the key ideas, course goals, suggested resources, and learning experiences for each topic. Vocabulary lists are also given with definitions in accordance with real estate law. The types of learning activities fall into three categories: classroom discussions, research projects, and guest speakers such as attorneys, bankers, builders, and realtors. The student materials consist of an information sheet on each topic. (ELG)

ED 162 071 CE 017 701

Instruments for the Evaluation of Vocational Teacher Education.

Indiana Univ., Bloomington. School of Education.-Purdue Univ., Lafayette, Ind. Dept. of Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.
Note—212p.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Bibliographies, Colleges, Educational Objectives, *Evaluation, *Evaluation Methods, Higher Education, Instruction, Literature Reviews, *Measurement Instruments, Models, Performance Based Teacher Education, Performance Criteria, Research, Services, State Colleges, *Teacher Education, Teachers, *Vocational Education

To evaluate vocational teacher education as comprehensively as possible, a model was developed which is applicable statewide, based upon the primary delivery system of public institutions of higher education, inclusive of the three major missions of vocational teacher education (instructional services, research and development activities, and service activities), and based upon expectations for vocational professional development. Within the model, each of three mission areas is described in terms of goal statements which require objectives to describe how vocational teacher education programs will achieve a particular goal. Operationalization of the objectives in measurable terms is provided through process and product criteria which specify the basic components of an objective. The instruments contained in this manual were developed to encompass all the criteria statements and correspond to the process and product criteria. While the process instruments are intended for use by the institution's faculty for self-study, the eleven product-related instruments are designed for use by individuals outside the institution, such as state and national service agencies, research students and faculty, and other users of research and development products. (The manual provides copies of and directions for the instruments as well as a brief literature review and bibliography of evaluation systems for vocational teacher education. The appendixes include a diagram of the evaluation model, and outline the goals and objectives for the three mission areas.) (ELG)

ED 162 074 CE 017 827

The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12. (Revised). Bulletin 7070.

Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—76
Note—31p.; For the original edition of this document see ED 092 799
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Behavioral Objectives, Career Development, Career Exploration, Communication Skills, *Curriculum Development, Curriculum Planning, Elementary Secondary Education, *Industrial Education, Job Skills, Learning Activities, Management Development, Skill Development, State Curriculum Guides, *Systems Analysis, Systems Approach
Identifiers—Wisconsin

This curriculum guide was developed to assist teachers (K-12) in developing comprehensive industrial education programs, establish individual courses, or plan instruction integrated with other academic areas. This booklet's content is presented in eight sections. The first, an introduction for teachers, explains the purpose of the guide. The next three sections briefly provide a rationale for industrial education and define industry and industrial education. The next and longest section identifies five behavioral objectives of industrial education and for each objective presents a matrix to serve as a basis for selecting and organizing content. The elements of industry (system, resource, and coordinating elements) appear on the vertical axis of the matrix while content organizers (elements that provide specific focus for each objective) appear on the horizontal axis. The sixth section discusses three levels in the process of local curriculum planning, development, and review. The next section lists examples of sub-objectives and activities, while the last one presents questions that can be used by teachers to provide students with the opportunity to interact with each other and examine issues. A list of supplementary references and a bibliography are attached. (EM)

ED 162 078 CE 017 905

Proprietary Education: Alternatives for Public Policy and Financial Support. Final Report.

Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—1 Oct 77

Contract—G007603720

Note—417p.; Not available in hard copy due to reproducibility problems

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Standards, Accreditation (Institutions), Annotated Bibliographies, Certification, Cooperative Planning, Educational Administration, Educational Alternatives, Educational Needs, Educational Planning, *Financial Support, *Institutional Characteristics, Instructional Staff, National Surveys, Postsecondary Education, Program Descriptions, *Proprietary Schools, *Public Policy, Public Support, School Services, State Aid, State Licensing Boards, *State Standards, State Surveys, Student Costs, *Vocational Education

Identifiers—Illinois

In phase 1 of this study Illinois proprietary institutions were surveyed to identify their vocational program offerings; a directory of their offerings was published. In phase 2 Illinois proprietary school administrators were interviewed, and the data was analyzed to determine resources available, the institution's readiness for cooperation and/or public support, and the institution's strategies for serving adult and minority populations. Among the thirty-seven phase 2 conclusions, it was reported that Illinois proprietary school owners display a professional approach as evidenced by membership in local, state, and national associations and efforts to obtain national accreditation. Also, the lecture or shop lecture/lecture demonstration is the most prevalent type of instructional methodology. In phase 3 a national survey was taken to determine state-based public/private cooperation and financial support to proprietary education, and a statewide assessment was made of attitudes toward public support of proprietary education. In phase 3, thirteen conclusions were formed concerning state-based policies for resident proprietary education. For example, it was documented that resident proprietary vocational education is a large enterprise, and boards authorized to administer state plans for vocational education have limited responsibility for governing, coordinating, or regulating resident proprietary vocational education. (The proprietary institutions directory, an annotated bibliography, and survey instruments are included.) (Author/CSS)

ED 162 079 CE 017 926

Community College Occupational Programs Evaluation System. 1977 Report: Program Areas.

California Community Colleges, Sacramento. Office of the Chancellor.Foothill-De Anza Community Coll. District, Los Altos Hills, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[77]

Note—105p.; Appendixes C and D may not reproduce well due to broken type

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Business Education, *Community Colleges, Demonstration Projects, Educational Assessment, Educational Needs, *Evaluation Methods, Evaluation Needs, Failure Factors, Home Economics Education, Information Needs, Inservice Teacher Education, Junior Colleges, *Justice, Needs Assessment, *Program Evaluation, Program Validation, School Community Relationship, Success Factors, Teaching Quality, *Vocational Education, Vocational Followup

Identifiers—California

A study was conducted to demonstrate the usefulness and effectiveness of the Community College Occupational Programs Evaluation System (COPES) in assessing program areas in California community colleges. The demonstration concentrated on two program areas, administration of justice and business occupations, and a statewide sample of eight colleges (a total of twenty-five schools participated) was selected for each of these two areas. From an analysis of information supplied by the schools, self-studies, and validation visits, it was possible to identify statewide strengths, weaknesses, critical needs for improvement, and inservice training needs. In the area of administration of justice the program's strength was found in the high degree of competency among the instructors while in the business occupations area it was in the facilities and equipment. Both areas were assessed as needing inservice education for faculty to provide adequate and up-to-date information on the labor market. All twenty-five colleges rated COPES' application to program areas favorably. The most often noted criticism was the brevity of validation visits; other areas in need of improvement were found to include interviewing techniques, reporting, and the writing of evaluation instruments. (Tables provide the ratings of COPES items for the two program areas while the appendixes contain rankings of program area needs and reactions by validation teams and by professionals at cooperating colleges to the use of COPES.) (ELG)

ED 162 080 CE 017 948

Howell, David L. Miller, William

Curriculum Materials Review and Undergraduate Student Resource Center. Final Report. Teacher Education Research Series. Volume 19, No. 3.

Pennsylvania State Univ., University Park. Dept. of Agricultural Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—Jun 78

Note—294p.

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Agricultural Education, *Agricultural Production, Behavioral Objectives, Curriculum Guides, Educational Resources, Evaluation Methods, *Foods Instruction, Instructional Aids, Instructional Materials, Learning Activities, *Performance Based Education, Secondary Education, Vocational Agriculture

Identifiers—Pennsylvania

This is the report of a project designed to identify useful vocational agriculture curriculum publications and to make them available to Pennsylvania vocational agriculture teachers. A catalogue of selected instructional materials from Illinois, Ohio, and Oklahoma is presented. Each catalogue document is described, its origin is given, and the price is provided. In addition, two teacher's manuals are appended. The first manual, "Agricultural Products I," which is for first-year students, contains five sections: (1) units general to agricultural products processing, (2) fruits, vegetables, and beverages, (3) meats, poultry, and eggs, (4) dairy products, and (5) cereal grain foods. Each unit within a section contains unit objectives and performance objectives. Also, the instructional areas are outlined, and evaluation guidelines and instructional aids are suggested. "Agricultural Products II," for second-year students, contains three sections: (1) fruits, vegetables, and beverages, (2) meats, poultry, and eggs, and (3) dairy products. Units within each section provide student activities and frequently worksheets and/or information sheets. (CSS)

ED 162 081 CE 017 951

Corpuz, Ray E., Jr.

Public Service Employment: CETA Program Models.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date—78

Note—31p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00328-9)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Employment Opportunities, Employment Problems, *Employment Programs, Federal Programs, Government Role, Individual Needs, Job Development, *Job Training, Manpower Development, *Models, *Program Design, Program Development, *Public Service Occupations, Skill Development, Training Objectives, Unemployed, Unemployment

Identifiers—*Comprehensive Employment Training Act, United States

This monograph on Comprehensive Employment and Training Act (CETA) program models for practitioners who are implementing or redesigning public service employment programs explores three major approaches to public service employment: countercyclical, employability development, and structural targeting. The content is presented in six sections. The first briefly presents the historical development of public service employment while section 2 presents a typology of public service employment involving three dimensions: objectives, target groups, and employment opportunity. Each of the next three sections discusses these three dimensions in relation to one model for approaching public service employment. The three models covered are the countercyclical model (create jobs in the public sector), the employability development model (provide job training), and the structural targeting model (select a target group and deal specifically with their unemployment problems). The last section briefly discusses some unresolved public service employment issues. (EM)

ED 162 082 CE 017 953

Pressley, Calvin McGraw, James

Classroom Training–The OIC Approach: CETA Program Models.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date—78

Note—28p.; Notational and quoted information in this document may not reproduce well due to small type

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00329-7)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Environment, *Classroom Techniques, Community Programs, Cooperative Programs, Employment Problems, *Employment Programs, Federal Programs, Manpower Development, *Models, *Off the Job Training, Program Evaluation, *Public Service Occupations, Unemployed, Unemployment

Identifiers—*Comprehensive Employment Training Act, United States

This monograph on Comprehensive Employment and Training Act (CETA) program models for practitioners in community-based government employment and training programs describes a model for classroom job training, the Opportunities Industrial Centers (OIC) model. The content is presented in five sections. The introductory section discusses motivations for classroom training, classroom training in employment and training programs, the OIC approach, and the Comprehensive Employment and Training Act (CETA). Section 2 covers the advantages, disadvantages, and preconsiderations for classroom training. The third section discusses the ingredients of classroom teaching, including client-centered instruction, team teaching and assessment, and interagency linkages. The next section, presenting a profile of classroom training, covers the training environment, instructors and job relatedness, open entry/open exit, and individualized instruction. Section 5 concludes with patterns for classroom training and includes pre-employment classroom training, classroom/work experience training, post-employment training, and evaluation of classroom training. (EM)

ED 162 083 CE 017 962

Project MAVE. Model for Articulated Vocational Education. A Final Report.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—30 Jun 78

Note—49p.; For a related document see CE 017 963 ; Prepared by the Thornton Area Public School Association, South Holland, Ill.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Articulation (Program), Career Education, Community Colleges, Cooperative Planning, Elementary Secondary Education, *Interinstitutional Cooperation, Models, *Organizational Communication, Program Administration, *Program Coordination, Program Development, Program Guides, *Sequential Programs, Services, *Vocational Education

Identifiers—Illinois

The purpose of this project was to develop an articulation model which can be adopted by any school system in Illinois. The objectives were to field test and evaluate the Project MAVE (Model for Articulated Vocational Education) Articulation Model(s) in various educational settings and to refine the model(s). There were seven implementation procedures utilized. The procedures were: (1) continue investigation, (2) obtain and set up field test sites, (3) develop audio-visual presentation, (4) field test, (5) evaluate effectiveness of model(s), (6) refine the model(s), and (7) disseminate project information. The Project MAVE Models, which can be adopted by any system in Illinois, provide the organization and mechanism for developing a planned vocational sequential program; coordinating students' interests and abilities with counseling procedures for student placement, staff development, and institutional relationships; strengthening the education system in general; and interlocking with resources available within the community. (For a Project MAVE program guide see CE 017 963.) (Author/CSS)

ED 162 084 CE 017 963

Project MAVE. Model for Articulated Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—[78]

Note—247p.; Not available in hard copy due to reproducibility problems; For a related document see CE 017 962 ; Prepared by the Thornton Area Public School Association, South Holland, Ill.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Advisory Committees, *Articulation (Program), Career Education, Community Colleges, Cooperative Planning, Educational Assessment, Elementary Secondary Education, Field Studies, Institutional Role, *Interinstitutional Cooperation, Models, *Organizational Communication, Program Administration, *Program Coordination, Program Development, Program Guides, *Sequential Programs, Services, *Vocational Education

Identifiers—Illinois

Project MAVE (Model for Articulated Vocational Education) was initiated to provide curriculum and program sequencing and continuity to students progressing from elementary to secondary to community college levels. Information gathered from surveys, interviews, site visitations, conferences, and literature review led to the conclusion that articulating vocational programs and services employs four major elements: building a cooperative climate, expanding staff communication, developing sequenced K-14 programs, and coordinating K-14 services. Based on these elements, a program guide was developed. The first guide element, building a cooperative climate, involves the formation of an articulation roundtable composed of representatives from each K-14 institution. The roundtable plans long range vocational programs and services. Element 2 deals with the expansion of individual, departmental/divisional, and institutional communication through the use of visitations, meetings, and inservice workshops. Element 3 involves the establishment of a curriculum committee to plan and develop sequenced K-14 curriculum activities and projects. The final guide element, coordinating K-14 services, utilizes a service committee to determine objectives, goals, and priorities and to initiate and implement joint vocational service activities. (For the final report of Project MAVE see CE 017 962.) (CSS)

ED 162 085 CE 017 965

Articulation Model, K-14 Health Occupations Education. Final Report.

Success Research Consultants, Inc., Tinley Park, Ill.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—Jul 78

Note—78p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Advisory Committees, *Articulation (Program), Curriculum Development, Educational Needs, *Elementary Secondary Education, Evaluation Methods, Guidance Counseling, *Health Occupations Education, Information Dissemination, *Junior Colleges, Literature Reviews, Management Systems, *Models, Needs Assessment

Identifiers—Illinois

A project was undertaken in Illinois to develop an articulation model in health occupations education for grades K-14 in order to provide a standard guide for curriculum; for the functions of educational, health, and community resource institutions; and for the roles of educators and guidance personnel. A three-dimensional model was developed which consisted of 240 cells depicting interrelationships among the management, the individual, and institutional axes, and it was analyzed and simplified at two advisory meetings of Illinois educators. Based on the results of these meetings and an extensive literature search, it was concluded that (1) currently there is no district-wide health occupations education articulation effort underway in Illinois; (2) three management systems exist which can be used to operationalize a method of articulation; (3) although efforts are being made to articulate health occupations education in grades 12-14, grades K-11 are being overlooked; and (4) the K-11 continuum should be approached first in the articulation process due to its dearth of materials and knowledge. The project's recommendations included the following: the use of advisory committees should be continued; two or more full K-14 educational clusters should be operationalized for health occupations education; attention should be given to upper grade levels' articulation needs, such as transfer of credit and educational mobility; and information about this project should be disseminated. (ELG)

ED 162 086 CE 017 994

Fourth Annual Vocational Teacher Education Conference. Conference Report.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date—10 Feb 78

Note—76p.; Papers presented at the Annual Vocational Teacher Education Conference (4th, Lexington, Kentucky, February 9-10, 1978); Not available in hard copy due to light print in the original ; Conference Report prepared in collaboration with the University Coordinating Committee, Lexington, Ky.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Conference Reports, Cooperative Planning, Economic Disadvantagement, Educational Disadvantagement, Educational Innovation, Educational Needs, *Educational Planning, *Educational Responsibility, *Employment Problems, Federal Legislation, *Leadership, Leadership Responsibility, Relevance (Education), Teacher Educators, *Vocational Education, Vocational Education Teachers

Identifiers—CETA, Comprehensive Education Training Act, United States

The conference reported here was held to provide an open forum for vocational teacher educators and bureau of vocational education personnel to discuss the major issues and problems common to all vocational education programs. Following a brief description of the conference (which includes the objectives, planning, outcomes, and evaluation), the remainder of this report is comprised of appendixes. The first three appendixes contain the conference program, the conference announcement, and a list of the participants. Three presentations are then appended. The first is a presentation on the present and future challenges in leadership for vocational education by Gene Bottoms, Executive Secretary, The American Vocational Association. The next one is a presentation by Roger Semerad from the National Advisory Council on Vocational Education which critiques vocational education leadership's dealing with the employment problems of the economically and academically disadvantaged. The last presentation, a panel discussion, deals with leadership, special student populations, and public relations in vocational education. The next appendix contains the conference wrap-up, while the last one summarizes the participants' responses to the conference as indicated on the evaluation survey form. (EM)

ED 162 087 CE 018 012

CETA: Assessment and Recommendations.

National Academy of Sciences - National Research Council, Washington, D.C. Committee on Evaluation of Employment and Training Programs.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.; Ford Foundation, New York, N.Y.

Pub Date—78

Note—72p.; For a related document see CE 018 819

Available from—Committee on Evaluation of Employment and Training Programs, National

Academy of Sciences, 2101 Constitution Avenue, N.W., Washington, D.C. 20418

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrative Problems, Economic Factors, Employment Problems, *Employment Programs, Federal Legislation, *Federal Programs, Federal State Relationship, Institutional Characteristics, *Job Training, *Objectives, Policy, Political Issues, Program Administration, Program Content, Program Coordination, *Program Effectiveness, *Program Evaluation, Resource Allocations, Social Factors

Identifiers—*Comprehensive Employment and Training Act

This document presents the principal findings and recommendations of a study conducted by the Committee on Evaluation of Employment and Training Program to assess the impact of CETA (Comprehensive Employment and Training Act) on manpower programs. This report is divided into two parts. Part 1 provides an overview of CETA's history, summarizes CETA's objectives, and presents a summary of the committee's conclusions in relation to accomplishments, problems and recommendations, and policy issues. (A more comprehensive staff report, CE 018 819, is also available.) Part 2 presents the major findings and recommendations of the committee under the following categories: allocation of resources; substantive aspects of CETA programs; administrative processes; and institutional relationships. A brief discussion of the related social, economic, or institutional issues are included with each topic. Finally, the recommendations of the committee are summarized under two categories: (1) processes and institutional aspects of CETA; and (2) program substance and outcomes. The appendix contains a glossary of manpower acronyms. (BM)

ED 162 088 CE 018 029

Huff, Millie

Equal Vocational Opportunity.

Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.

Pub Date—Jun 78

Note—60p.; Not available in hard copy due to reproducibility problems

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Comparative Statistics, Discriminatory Legislation, *Educational Legislation, Employment Statistics, *Equal Education, Equal Opportunities (Jobs), Federal Legislation, Learning Modules, *Sex Discrimination, Sex Role, Sex Stereotypes, Teacher Attitudes, Teacher Education, *Teaching Techniques, *Vocational Education

Identifiers—Education Amendments 1972 Title IX, Education Amendments 1976 Title II

Designed to help vocational instructors recognize sexist and non-sexist behavior, this learning module includes a rationale, objectives, prerequisite tests for each of the four sections, and a posttest. Section I discusses male/female participation in the labor force, female/male enrollments in vocational education, and the relationship between areas for which students are training and occupations in which men and women are employed. Section II summarizes the major legislation which aims for equal opportunity for female/male students and men/women employees in vocational education. Section III differentiates between behavior which is discriminatory, sex biased, sex fair, and sex affirmative. Section IV suggests strategies the instructor can use to promote sex equity. This last section includes a checklist of sex-fair teaching behaviors and a values questionnaire for students, suggests providing time for students to discuss the advantages of being female or male in America, provides information on the changing occupational roles of men and women, suggests how to use biased and stereotyped textbooks, and gives guidelines for evaluating textbooks formerly for one sex. The appendix provides further discussion on legislation which addresses equal opportunity in education and employment. (LMS)

ED 162 090 CE 018 097

Planning Model for Health Careers Awareness: A Summer Program. Exemplary Project in Vocational Education, Conducted under Section 132 of Public Law 94-482. Final Report.

Trident Technical Coll., Charleston, S.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—18 Jul 78

Note—98p.; Not available in hard copy due to poor print quality in original document

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Aptitude, Career Awareness, *Career Choice, *Career Exploration, Career Opportunities, *Clinical Experience, Demonstration Programs, Field Experience Programs, *Health Occupations Education, Hospitals, Job Skills, Job Training, *Occupational Information, Resource Teachers, Secondary Education, Student Attitudes, Summer Programs, Vocational Education

This program was designed to introduce high school students to the range of career opportunities available in the health field. Specific objectives were (1) to provide students with health careers information, (2) to allow students to explore career related topics with health professionals, (3) to give students an opportunity to spend at least twelve hours per week working in various clinical settings, and (4) to help students make realistic career decisions. The program consisted of three major elements: course work, guest speakers, and hospital rotations. Thirty-two high school students participated in the program. During the first week of the program, several instruments were used to measure students' basic skills and aptitudes for and attitudes toward health careers. Results of students' posttest on health career information appear to demonstrate that the program helped students appreciate the fact that there are well-paying health related jobs that do not require four or more years of postsecondary education. Also, the program reinforced students' attitudes that jobs do not have to be routine and dull. Students and staff evaluated the program as being extremely worthwhile. Students liked least the classroom portion of the program, and they got the most new information from guest speakers. (CSS)

ED 162 091 CE 018 098

Reece, Jane

Learning Style Mapping. Research Project in Vocational Education Conducted under Section (131) of Public Law 94-482. Final Report.

Spartanburg Technical Coll., S.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—31 Jul 78

Note—182p.; Not available in hard copy due to reproducibility problems

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Achievement Rating, *Cognitive Style, Comparative Analysis, Developmental Programs, Educational Methods, *Individualized Instruction, Methods Research, *Office Occupations Education, Postsecondary Education, Program Development, *Remedial Programs, Secretaries, Student Attitudes, *Vocational Counseling, Vocational Schools

Identifiers—Cognitive Style Mapping

A project compared the use of cognitive style mapping (CSM) in individualized instruction and counseling with current institutional practices in secretarial science and developmental studies. (CSM is defined as a means of assessing each student's preferences in receiving and processing information–for purposes of personalizing and individualizing instruction.) Phase 1 was concerned with research, development, and training. In this phase the project curriculum area was chosen, and the staff selection and training process was begun. Also an instrument to measure learning styles was developed. Phase 2 dealt with the development, implementation, and evaluation of the delivery system within the curriculum. Phase 3 expanded the project into other curriculum areas. The research design encompassed four small studies: secretarial science individualized instruction component, secretarial science career counseling component, developmental studies individualized instruction component, and developmental studies career counseling component. Studies used two randomized groups, posttest only design. Results indicated no significant difference between achievement and satisfaction of students taught via CSM and those who were not. Also, there was no significant difference in student satisfaction in career counseling between those counseled via CSM and those who were not. Outside evaluators rated the project 1.7 on a scale in which one equals good and five equals poor. (CSS)

ED 162 094 CE 018 169

WORK-ED. (World of Related Knowledge and Educational Development). A Curriculum Manual for Teachers–Volume II.

Hackettstown High School, N. J.

Spons Agency—New Jersey State Dept. of Education, Trenton.

Pub Date—Jan 78

Note—77p.; Photographs in this document may not reproduce well; For related documents see CE 018 798, ED 147 485-486, and ED 150 452

Available from—World of Related Knowledge and Educational Development, Hackettstown High School, Warren Street, Hackettstown, New Jersey 07840 ($7.50)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Career Awareness, Career Development, *Career Education, Career Opportunities, *Communication Skills, Consumer Education, Curriculum Guides, Drafting, Educational Alternatives, Educational Objectives, Grade 9, Graphic Arts, *Learning Activities, Listening Skills, Mathematics, Music, Occupational Clusters, *Occupational Guidance, *Occupational Information, Reading Skills, Resource Materials, Secondary Education, Units of Study, Values

Identifiers—*World Related Knowledge Educational Development

This volume is the second of a two-volume curriculum manual (see also ED 147 486) for teachers which contains materials designed for use in implementing the World of Related Knowledge and Educational Development (WORK-ED) program. (This program is a career education course for ninth graders developed to enable students who have not chosen the traditional college-prep high school course to make career choices based on occupational information and ability to select goals. It is a guidance-based program incorporating basic skills, human values, and career awareness.) Divided into seven chapters, this manual presents units of study in basic communication skills and various career clusters. The units are designed to be implemented in a daily two-period course and include objectives, activities, time lines, resources, duplication materials, and evaluation procedures. The seven chapters cover (1) listening skills, (2) reading skills, (3) consumer education, (4) introduction to drafting, (5) graphic technology, (6) math careers, and (7) careers in music. An administrator's manual (ED 147 485), teacher training manual (CE 018 798), and a project report (ED 150 452) are also available. (BM)

ED 162 096 CE 018 202

Women in the Labor Force: 1978.

Mississippi Employment Security Commission, Jackson. Dept. of Research & Statistics.

Pub Date—[78]

Note—33p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Affirmative Action, Age, Career Opportunities, Census Figures, Civil Rights, Economic Factors, Employment Opportunities, Employment Patterns, *Employment Trends, *Equal Opportunities (Jobs), Federal Legislation, Females, *Job Market, Job Search Methods, *Labor Demands, *Labor Force, Labor Supply, Occupational Aspiration, Racial Composition, Sex (Characteristics), Sex Discrimination, Unemployment, Unemployment Insurance, Wages, *Working Women

Identifiers—Civil Rights Act 1964, Equal Pay Act 1963, Mississippi, United States

There has been a rapid increase in Mississippi women's participation in the labor force, but female participation still lags behind male participation. The 1960s witnessed dramatic increases in younger women's participation. The trend is expected to continue into the late 1970s. Annual 1977 averages showed women made up almost 40% of Mississippi's labor force. The 1977 unemployment insurance data reveals most women claimants are between twenty-two and thirty-nine. Less than one in four was hard core (fifteen weeks or longer) unemployed. Two pieces of legislation have addressed women's employment rights: the 1964 Civil Rights Act, which created the Equal Employment Commission to establish sex discrimination guidelines and the 1963 Equal Pay Act to prohibit pay discrimination because of sex. Despite Affirmative Action programs, most women have remained in traditional occupational categories (e.g., clerical and service work). There will be over 466,000 available openings in Mississippi during the 1975-1985 period. White-collar jobs will account for about 42% of openings, blue-collar occupations 38%, service workers 14%, and farm workers 5%. The projected needs of the following occupations have been analyzed: professional, technical, managers/administrators, sales workers, clerical, crafts, operatives, service workers, laborers, and farmers/farm workers. (CSS)

ED 162 097 CE 018 212

Hamilton, Jack A. Mitchell, Anita M.

Identification of Evaluated, Exemplary Activities in Career Education (K-12). Final Technical Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—AIR-66700-7/78-FR

Pub Date—31 Jul 78

Contract—300-77-0303

Note—108p.; For related documents see CE 018 213-223 and CE 018 823

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Career Education, *Demonstration Projects, Elementary Secondary Education, *Evaluation Criteria, Evaluation Methods, Federal Programs, Field Studies, *Information Dissemination, Program Descriptions, *Program Effectiveness, *Program Evaluation

Identifiers—Education Amendments 1974

The overall goal of this project was to examine the effectiveness of career education by identifying some of the best of the current career education programs and practices which were referred to in Public Law 93-380 and which have been objectively evaluated. The specific objectives were to: (1) gather and analyze reports of career education evaluations in the K-12 grade range completed since June 1974; (2) identify specific career education activities which have been objectively evaluated and show evidence of effectiveness; (3) prepare documentation for dissemination on the activities found effective; and (4) prepare a handbook (CE 018 223) for local career educators which will include evaluation models and guidance in evaluating their activities. Ten of the activities judged to have been most effective on the basis of the evaluation reports were selected (see CE 018 213-222 for individual reports). Based upon review of activity documents and site visits, evaluation descriptions of each activity were prepared and submitted to the Joint Dissemination Review Panel (JDRP) under the Education Division of the Department of Health, Education and Welfare. On the basis of objective evidence of effectiveness, the Panel approved seven of the ten submissions for dissemination through the Office of Education's National Diffusion Network and by its Office of Career Education. (Appended are a complete list of nominated projects, screening criteria documents, and other related forms and information. An executive summary is available as CE 018 823.) (Author/BM)

ED 162 111 CE 018 288

Industrial Education. Graphic Arts. [Grade 9].

Parma City School District, Ohio.

Note—17p.; For related documents see CE 018 289-292

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Opportunities, Curriculum Guides, *Educational Objectives, Equipment, Grade 9, *Graphic Arts, *Industrial Education, Junior High Schools, *Learning Activities, Performance Based Education, *Photography, Reference Materials

Part of a series of curriculum guides dealing with industrial education in junior high schools, this guide covers the topic of graphic arts and is intended to be used in grade 9. The major areas of study included are relief printing, silk screen, offset lithography, and photography. Twenty-six goals are identified for the students, who will demonstrate a knowledge of: (1) the relationship between graphic arts and the printing industry, (2) types of graphic reproductions used in the printing industry, (3) relief printing, (4) printing measurement, (5) foundry type and spacing material, (6) type classification, (7) hand composition, (8) proofing, (9) imposition and lock-up, (10) presswork, (11) type distribution, (12) relief cuts for printing, (13) screen printing, (14) tools required for screen printing, (15) preparing art work copy, (16) types of stencil used for screen printing, (17) screen process printing, (18) lithographic printing, (19) types of masters used for offset lithography printing, (20) the offset lithography press, (21) photography, which is covered in a separate mini-course guide (CE 018 290), (22) process photography, (23) stripping and layout procedures, (24) printing inks, (25) bindery process, and (26) career opportunities in graphic arts-related fields. A selection of lab activities is provided as well as lists of equipment and reference sources. (ELG)

ED 162 112 CE 018 289

Industrial Education. Mini-Course Cluster: Bikes, Electricity, Small Engines. [Grade 9].

Parma City School District, Ohio.

Note—64p.; Several pages in this document will not reproduce well due to poor print quality; For related documents see CE 018 288-292

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Audiovisual Aids, *Bicycling, Career Opportunities, Consumer Education, Curriculum Guides, *Educational Objectives, *Electricity, *Engines, Equipment, Fuels, Grade 9, *Industrial Education, Junior High Schools, *Learning Activities, Lubricants, Maintenance, Motor Vehicles, Performance Based Education, Resource Materials, Safety, State Legislation, Traffic Control

Part of a series of curriculum guides dealing with industrial education in junior high schools, this guide provides three units to be used in a one semester course in grade 9 on the subjects of bikes, electricity, and small engines. The section on bicycles is divided into two parts, mechanical and power (i.e. motorcycles) and covers the topics of bike tools and their uses, types of bikes, bike maintenance, safety and laws of cycling, engine repair and maintenance, and consumer knowledge. In the electricity unit the student becomes acquainted with the various tools, materials, and skills involved in electricity by engaging in activities exploring magnetism, basic sources of electricity, electric circuitry, home wiring, and career opportunities in the field. For the mini-course on small gasoline engines, the topics covered are as follow: basic engine construction, fuel systems, ignition systems, cooling systems, lubrication systems, trouble shooting and maintenance, career opportunities, and safety. Each unit contains a list of its goals, suggested demonstrations and learning activities, equipment needed, test questions, and bibliographies of printed and audiovisual materials. (ELG)

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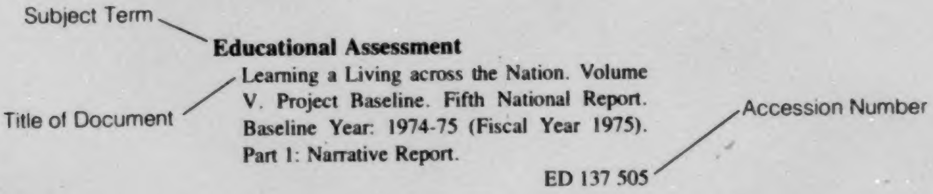

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Learning a Living across the Nation. Volume V. Project Baseline. Fifth National Report. Baseline Year: 1974-75 (Fiscal Year 1975). Part 1: Narrative Report.
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Relating Performance in Basic Electricity and Electronics and "A" Schools.
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Effect of Previous Agricultural Mechanics Training on Achievement in a Basic Metals and Welding Course at Iowa State University.
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Analysis of Factors Related to Attitudes toward Supervised Occupational Experience Program Record Keeping among Agricultural Education Undergraduates at Iowa State University.
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ED 160 774

Validation of Agricultural Mechanics Curriculum Manual.
ED 160 819

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Competency Based Curriculum for Agricultural Occupations Programs–Phase I–Developing an Occupational Matrix and Completing a Job Title Purposive Study. Final Report.
ED 160 820

Agricultural Production

Curriculum Materials Review and Undergraduate Student Resource Center. Final Report. Teacher Education Research Series. Volume 19, No. 3.
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Apprenticeships

Instructor's Manual for Electrical Apprentice Technical Training. Series No. A (First Year). Revised to Meet 1978 Electrical Code.
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Instructor's Manual for Electrical Apprentice Technical Training. Series No. B (Second Year). Revised to Meet 1978 Electrical Code.
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Instructor's Manual for Electrical Apprentice Technical Training. Series No. C (Third Year). Revised to Meet 1978 Electrical Code.
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Jobsite Supervisor Instructor's Manual for Electrical Apprentice Technical Training. Revised to Meet 1978 Electrical Code.
ED 160 877

Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series C (Third Year). Revised to Meet 1978 Electrical Code.
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Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series D (Fourth Year). Revised to Meet 1978 Electrical Code.
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Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series No. A (First Year). Revised to Meet 1978 Electrical Code.
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Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series No. B (Second Year). Revised to Meet 1978 Electrical Code.
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Study of Vocational Education Involvement with Apprenticeship Programs in Illinois. Executive Summary.
ED 160 805

Supplementary Materials for Electrical Apprentice Technical Training. First, Second, Third, and Fourth Year Manuals. Material Demonstrations and Training Film List. Revised to Meet 1975 Electrical Code.
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Area Vocational Schools

Women in Non-Traditional Vocational Education in Secondary Schools. Final Report.
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Articulation Model, K-14 Health Occupations Education. Final Report.
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Project MAVE. Model for Articulated Vocational Education.
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Supplementary Materials for Electrical Apprentice Technical Training. First, Second, Third, and Fourth Year Manuals. Material Demonstrations and Training Film List. Revised to Meet 1975 Electrical Code.
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Human Development Modules. Samples for Levels III, IV, and V. Home Economics Education, No. 3.
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The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12. (Revised). Bulletin 7070.
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Industrial Education. Mini-Course Cluster: Bikes, Electricity, Small Engines. [Grade 9].
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Career Awareness

The Effect of Career Awareness and Career Exploration Counseling on the Vocational Choices of Inner-City High School Students. Report on Project BITE [Business, Industry, Training, Education].
ED 162 055

Career Choice

The Effect of Career Awareness and Career Exploration Counseling on the Vocational Choices of Inner-City High School Students. Report on Project BITE [Business, Industry, Training, Education].
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Planning Model for Health Careers Awareness: A Summer Program. Exemplary Project in Vocational Education, Conducted under Section 132 of Public Law 94-482. Final Report.
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Sex Differences in the Career Decision-Making Process. Final Report.
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Coordinated Use of Mass Media for the Development and Delivery of Career Education. Final Report. [And A Study of Awareness of and Interest in the Career Education Program in the New Haven Area].
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Index of Interim, Supplemental, and Final Reports from Career Education Pilot Projects Supported under Part C and Part D of Public Law 90-576.
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New York State Consortium for Career Education. Career Education Program, July 1, 1975-June 30, 1976. Project Performance Report, Volume 1.
ED 160 779

New York State Consortium for Career Education. Career Education Program, July 1, 1975-June 30, 1976. Project Performance Report, Volume 2.
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Penetrating School Strata through Career Education. Program Evaluation.
ED 160 778

A Report of a Study for Improving Personnel Development in Occupational Education for Illinois. Final Report.
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Community College Occupational Programs Evaluation System. 1977 Report: Program Areas.
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Using Community-Wide Collaborative Councils for the Professional Development of Vocational Educators.
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Working Effectively with the Community Power Structure.
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50 Ways to Get More Out of Your Advisory Committee.
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Community Role
Community Survey on the Status of Women. 2nd Edition.
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Community Surveys
Community Survey on the Status of Women. 2nd Edition.
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Comprehensive Programs
Plan for Comprehensive Vocational, Technical and Adult Post-Secondary Education Services to Wisconsin through 1980.
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Concept Formation
Significant Other Influence, Career Choice and Achievement: Selective Theoretical and Conceptual Approaches. Research and Development Series No. 111.
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Concept Teaching
An Investigation of Consumer Education Course Content and Methodology and Related Needs of Consumer Education Teachers in Missouri. Final Report.
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Basic Workshops for Medical Record Clerical Personnel.
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New York State Consortium for Career Education. Career Education Program, July 1, 1975-June 30, 1976. Project Performance Report, Volume 1.
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Working Effectively with the Community Power Structure.
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Cost Effectiveness
Vocational and Special Education. Program Review. A Study Conducted on Behalf of the State of Alaska Department of Education–Dr. Marshall Lind, Commissioner.
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Counseling Goals
Model for Articulated Counseling Services. Final Report. Research Series No. 49.
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Counseling Programs
Model for Articulated Counseling Services. Final Report. Research Series No. 49.
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Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series C (Third Year). Revised to Meet 1978 Electrical Code.
ED 160 883

Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series D (Fourth Year). Revised to Meet 1978 Electrical Code.
ED 160 885

Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series No. A (First Year). Revised to Meet 1978 Electrical Code.
ED 160 879

Related Instructional Material for Electrical Apprentice Technical Training. Student Worksheets. Series No. B (Second Year). Revised to Meet 1978 Electrical Code.
ED 160 881

Supplementary Materials for Electrical Apprentice Technical Training. First, Second, Third, and Fourth Year Manuals. Material Demonstrations and Training Film List. Revised to Meet 1975 Electrical Code.
ED 160 875

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Occupational Education.

Education for Business. Program Planning Guide & Courses of Study. Revised.
ED 160 834

Office of Career Education (DHEW/OE), Washington, D.C.

YEDPA and Career Education.
ED 160 793

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Index of Interim, Supplemental, and Final Reports from Career Education Pilot Projects Supported under Part C and Part D of Public Law 90-576.
ED 160 894

Module Development Handbook.
ED 160 776

Role and Responsibility of Industry in the Professional Development of Vocational Educators.
ED 160 745

Significant Other Influence, Career Choice and Achievement: Selective Theoretical and Conceptual Approaches. Research and Development Series No. 111.
ED 160 742

Using Community-Wide Collaborative Councils for the Professional Development of Vocational Educators.
ED 160 747

Working Effectively with the Community Power Structure.
ED 160 746

50 Ways to Get More Out of Your Advisory Committee.
ED 160 748

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

[Nursing] Test Pool Questions. Area I.
ED 162 063

[Nursing] Test Pool Questions. Area II.
ED 162 062

Unit of Instruction: Writing, Teaching, Supplementing.
ED 160 733

Oklahoma Vocational Research Coordinating Unit, Stillwater.

Validation of Agricultural Mechanics Curriculum Manual.
ED 160 819

Oregon Association of Realtors, Salem.

Making Housing Decisions. [Teacher Materials and Student Materials].
ED 162 069

Oregon State Dept. of Education, Salem.

Home Economics for Oregon Schools. Nutrition & Foods.
ED 160 789

Making Housing Decisions. [Teacher Materials and Student Materials].
ED 162 069

Parma City School District, Ohio.

Industrial Education. Graphic Arts. [Grade 9].
ED 162 111

Industrial Education. Mini-Course Cluster: Bikes, Electricity, Small Engines. [Grade 9].
ED 162 112

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

The Role of Guidance in Business Education.
ED 160 831

Pennsylvania State Univ., University Park.

Identifying Competencies Needed to Train Vocational Teachers to Teach Disadvantaged Students in the Inner Cities of Pennsylvania.
ED 160 818

Pennsylvania State Univ., University Park. Dept. of Agricultural Education.

Curriculum Materials Review and Undergraduate Student Resource Center. Final Report. Teacher Education Research Series. Volume 19, No. 3.
ED 162 080

Teacher Expectancy Related to Student Performance in Vocational Education.
ED 160 890

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Coordinated In-Service Activities for Health Occupations Teachers in Central Pennsylvania. Final Report. Vocational-Technical Education Research Report. Health Occupations, Monograph Number 8. Volume 16, Number 2 (Departmental Classification Number).
ED 160 741

The Development of a Series of Recommendations and Procedures Required in Administration of a Centralized Program of Occupational Competency Assessment.
ED 160 754

Evaluation of Funded Projects for Development of Vocational Instructional Materials (Conclusion of Two Year Project). Final Report. Vocational-Technical Education Research Report, Volume 15, Number 12.
ED 160 828

Selected Attitudes Dealing with Individualized and Traditional Instruction.
ED 160 814

Population Inst., Washington, D.C.

Community Survey on the Status of Women. 2nd Edition.
ED 160 739

Purdue Univ., Lafayette, Ind.

Job Title Analysis for Selected Job Titles in Horticulture. Final Report.
ED 160 889

Purdue Univ., Lafayette, Ind. Dept. of Education.

Instruments for the Evaluation of Vocational Teacher Education.
ED 162 071

Purdue Univ., Lafayette, Ind. Dept. of Industrial Education.

The Development of a Competency Based Teacher Education Curriculum Model. Final Report.
ED 160 744

San Diego Unified School District, Calif.

Family Studies I. Course Objectives, Content Analysis, Supporting Objectives and Content Generalizations.
ED 160 790

Home Management 7: Child Care Unit. Course Objectives, Content Analysis, Supporting Objectives and Content Generalizations.
ED 160 791

Shippensburg State Coll., Pa.

A Study to Determine the Utilization of Shorthand in Pennsylvania Offices.
ED 160 886

Southern Illinois Univ., Carbondale.

Competency Based Curriculum for Agricultural Occupations Programs–Phase I–Developing an Occupational Matrix and Completing a Job Title Purposive Study. Final Report.
ED 160 820

Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.

Proprietary Education: Alternatives for Public Policy and Financial Support. Final Report.
ED 162 078

Spartanburg Technical Coll., S.C.

Learning Style Mapping. Research Project in Vocational Education Conducted under Section (131) of Public Law 94-482. Final Report.
ED 162 091

Starch Inra Hooper, Inc., Mamaroneck, N.Y.

Coordinated Use of Mass Media for the Development and Delivery of Career Education. Final Report. [And A Study of Awareness of and Interest in the Career Education Program in the New Haven Area].
ED 160 794

Success Research Consultants, Inc., Tinley Park, Ill.

Articulation Model, K-14 Health Occupations Education. Final Report.
ED 162 085

Syracuse Research Corp., Syracuse, N.Y.

Competency-Based Education and the World of Work.

ED 160 730

Competency-Based Education Viewed from "The System."

ED 160 732

Pedagogy and Competency-Based Education. Paper No. 3, Series of 6.

ED 160 731

System Sciences, Inc., Chapel Hill, N.C.

Eliminating Sexism: Rewriting the Scripts. An Informational Guide to Sex Stereotyping, Sex Bias and Sex Discrimination. Instructor's Manual.

ED 160 753

In Search of a Job: A Simulation Activity in Occupational Decision-Making. Instructor's Manual.

ED 160 756

Needs Assessment Procedure: Mainstreaming Handicapped. Volume I. Final Technical Report.

ED 160 891

Needs Assessment Procedure: Mainstreaming Handicapped. Volume II. A Manual for Vocational Education Administrators. Final Report.

ED 160 892

Sex Stereotyping, Bias, and Discrimination in the World of Work: A Workbook. Instructor's Manual.

ED 160 755

Strategies to Eliminate Sex Stereotyping and Sex Bias: An Administrator's Manual.

ED 160 752

The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs. Executive Summary.

ED 160 757

The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs. Final Report. Volume I. Final Technical Report.

ED 160 758

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Course of Study for Secondary Level Bookkeeping/Accounting. Final Report.

ED 160 893

Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.

Equal Vocational Opportunity.

ED 162 088

Trident Technical Coll., Charleston, S.C.

Female Access to Careers in Engineering Technology. Exemplary Project in Vocational Education Conducted under Section 132 of Public Law 94-482. Final Report.

ED 160 829

Planning Model for Health Careers Awareness: A Summer Program. Exemplary Project in Vocational Education, Conducted under Section 132 of Public Law 94-482. Final Report.

ED 162 090

Virginia Commonwealth Univ., Richmond.

Distributive Education Programs. A Program Information Publication.

ED 160 827

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Handbook on the Organization and Administration of a Student Job Placement Service for a Secondary School.

ED 160 810

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Teaching Tips on Cultural Differences in Vocational Education. A Guidebook of Selected Activities for Teaching Students Who Are Ethnically and/or Culturally Different.

ED 160 767

Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Teaching Tips on Cultural Differences in Vocational Education. A Guidebook of Selected Activities for Teaching Students Who Are Ethnically and/or Culturally Different.

ED 160 767

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Plan for Comprehensive Vocational, Technical and Adult Post-Secondary Education Services to Wisconsin through 1980.

ED 160 811

Wisconsin State Dept. of Public Instruction, Madison.

The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12. (Revised). Bulletin 7070.

ED 162 074

SAMPLE PROJECT RESUME

VTP-3113
Dissemination and Service Programs for the Education of Disadvantaged and Handicapped Students.
Project Director: Tetzlaff, Mary K.
Organization: Triton Coll., River Grove, Ill.
Address: 200 5th Avenue, River Grove, Illinois 60171
Funding Period: Start Date 1 Jul 77; End Date 30 Jun 78
Fiscal Year Funding: $35,317
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD2-C8-515

The overall objective of the project is to establish and utilize a communications network of community colleges for the purpose of sharing and disseminating information to improve the educational experience of disadvantaged and handicapped students. This is a diffusion process which may include demonstration, inservice, and program development. Additionally, Triton College will continue to provide a service program for disadvantaged and handicapped students that will assist with dissemination efforts and will include the components of tutoring, counseling, vocational assessment, and assistance for instructors. To accomplish the above, Triton College will gain support through the Council of Presidents to organize a fall conference on the topic of disadvantaged and handicapped students at Illinois community colleges. Representatives from each community college district will be requested to attend this conference followed by additional conferences or workshops throughout the year. A steering committee will be developed to plan these activities and the project staff will provide for the facilities, information, and general organization. Triton College will also participate in other dissemination activities as developed by DAVTE, other project sites, and through direct consulting assistance to community colleges. Materials available through the project will be an S.O.S. manual for faculty, evaluation process materials, and tips for tutoring. (Sec. 132)

Accession Number
Project Director
Organization
Funding Period
Fiscal Year Funding
Contract or State Control Number
Abstract

Title
Organization Address
Sponsoring Agency
Funding Source

PROJECTS IN PROGRESS

State-Administered Projects

Resumes

The resumes in this section announce ongoing research, exemplary, and curriculum development projects funded under Sections 131, 132, and 133 of the Vocational Education Act of 1963 as revised by the Education Amendments of 1976 (PL 94–482).

The projects are arranged alphabetically, first by state and then by title within each state.

Complete names and addresses are provided for individuals or organizations conducting the project. Addresses of Research Coordinating Units (sponsoring agencies) for each state are listed in the organizational resources section.

VTP-3958

Adult Maritime Vocational Education and Technical Training.
Project Director: Armburst, Mayer R.
Organization: California Maritime Academy, Vallejo, Calif.
Address: Maritime Academy Drive, P.O. Box 1392, Vallejo, CA 94590
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $10,552 (Charged to FY 1978)
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract and/or Control No.: 050

Project staff will continue to offer vocational education courses of instruction and technical training in below-baccalaureate programs in both shipboard and shoreside maritime occupations and will create additional curriculum in new and innovative maritime related occupations to meet the growth needs for trained personnel in maritime and related industries. (Sec. 133)

VTP-3959

Analysis of Instructional Apprenticeship Services in Public Schools.
Project Director: Borbeer, Wilbur
Organization: Rio Hondo Coll., Whittier, Calif.
Address: 3600 Workman Mill Road, Whittier, CA 90608
Funding Period: Start Date 1 Apr 79; End Date 31 Mar 80
Fiscal Year Funding: $16,000
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract and/or Control No.: CC-153

Analysis of instructional apprenticeship services will be conducted by consultants from northern California, headquartered at San Jose City College, and from southern California. meeting at Rio Hondo College in Whittier. Survey instruments for program sponsors, school representatives, and instructors will be developed, reviewed, and refined. The appropriate survey instrument will be mailed to each program sponsor and to each high school, community college, and ROP/C with classes for apprentices. Follow-up will be conducted on at least 90 percent of nonrespondents. Consultants will visit the sites of at least twenty randomly selected programs and review and evaluate curriculum and instructional materials currently available. Results will be summarized and analyzed and a written and oral report prepared for the state department of education and California community college. (Sec. 131)

VTP-3960

Bilingual Competency-Based Instruction Safety Program.
Project Director: Lybarger, Alvin E.
Organization: San Diego State Univ., Calif.
Address: San Diego, CA 92182
Funding Period: Start Date 1 Aug 78; End Date 30 Jun 79
Fiscal Year Funding: $25,000 (Charged to FY 1978)
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract and/or Control No.: 37-30627-3-8-8282

To teach safety programs to non-English speaking and mid-year transfer students, minority, non-minority, male and female industrial arts teachers in the San Diego area will participate in a workshop for college credit at San Diego State University. The safety content will be developed and illustrated in Spanish and English and will include instruction for grades 7-12 in the areas of woodworking, metalworking, and transportation. The content will be identified and ranked in order of importance, and the method of presentation will be determined. Pre- and posttests will be included in the final version. (Sec. 133)

VTP-3961

COIS: To Continue the Development of the California Occupational Information System.
Project Director: Van Zant, John
Organization: Ventura County Superintendent of Schools, Calif
Address: 535 East Main Street, Ventura, CA 93009
Funding Period: Start Date 1 Dec 78; End Date 1 Dec 79
Fiscal Year Funding: $200,000
Sponsoring Agency: California State Dept. of Education, Sacramento

To continue to develop COIS, project staff will develop and modify components and transfer appropriate components to the state department of education (SDE) and the California Community College Chancellor's Office (CCCCO). Training for SDE and CCCCO staff in various COIS components, annual statistical tables to include in the one-year and five-year state plans, and a training package for the supply and demand report will be provided. Existing COIS subsystem components will be reviewed with the SDE and CCCCO for adoption, further development, or modification, and technical assistance groups will be established. Evaluation will consist of both internal and external activities. (Sec. 132)

VTP-3962

Competency-Based Curriculum in Agriculture: A Program Approach.
Project Director: Thompson, O. E.
Organization: California Univ., Davis
Address: Davis, CA 95616
Funding Period: Start Date 1 Mar 79; End Date 29 Feb 80
Fiscal Year Funding: $43,980
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract and/or Control No.: 302

Curriculum guidelines for a core course to familiarize students with career opportunities in agriculture and for each of the seven job clusters will be completed for a high school vocational agriculture program to provide students with entry-level job skills. Guidelines for Agricultural Supplies and Services, Agricultural Mechanics, and Agricultural Production Volume II will be ready for reproduction and distribution by Vocational Education Productions at California State Polytechnic University. Competencies for the units will be identified by employers from farming and industry; teachers will write performance objectives, teaching outlines, learning activities, and suggested resource materials for each unit. (Sec. 133)

VTP-3963

Extending the High School Career Center to Meet the Needs of Special Education Students.
Project Director: Miller, Daniel R.
Organization: La Canada U.S.D., Calif.
Address: 5039 Palm Drive, La Canada, CA 91011
Funding Period: Start Date 1 Jun 78; End Date 1 Jun 79
Fiscal Year Funding: $47,645 (Charged to FY 1978)
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract and/or Control No.: 19-64659-3-8-807

One hundred four special education students in the La Canada Unified School District will participate in a vocational education program that will include the following components: (1) a career awareness program for grades K-6; (2) a career exploratory program for grades 7-12; (3) a pre-vocational program for grades K-12; (4) a hands-on vocational assessment program for grades 4-12; (5) a work habits program for grades 4-12; and (6) job training programs created through extended use of community regional occupational program (ROP) and inter-district services. The services of the La Canada High Career Resource Center will be expanded to include the above-mentioned components. The program will continue to function after its funding period. Positive results will demonstrate at the end of a year and a half that significantly more students than in the previous year are involved in: career awareness; exploratory, and pre-vocational programs; work habits and assessment programs; and training programs. Also, significantly more students will be competetively employed. (Sec. 132)

VTP-3964

Increasing the Effectiveness of Urban and Suburban Secondary School and Community College Vocational Agriculture Programs in Recruiting, Preparing, and Placing Students.
Project Director: Rathbun, Larry P.
Organization: California Polytechnic State Univ., San Luis Obispo
Address: San Luis Obispo, CA 93407
Funding Period: Start Date 1 Feb 79; End Date 30 Jun 80
Fiscal Year Funding: $21,822
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract and/or Control No.: CC-101

Urban and suburban vocational agriculture teachers will be provided with instructional strategies effective in student recruitment, preparation, and placement. Strategies and materials devised will be tested and refined in pilot vocational agriculture programs and will be disseminated through the annual CATA summer conference, university vocational agriculture teacher preparation programs, teacher inservice activities, and the office of the community college agriculture specialist. An advisory committee comprised of urban and suburban vocational agriculture teachers and agriculture industry representatives will review existing programs to identify their strengths, weaknesses, and ability to provide for disadvantaged and handicapped students and students with limited English-speaking ability. Advisory committee members and pilot school teachers will evaluate the project. (Sec. 131)

VTP-3965

Instructional Models for Fire Science and Electronic Curricula Development.
Project Director: Williams, John
Organization: San Mateo Coll., Calif.
Address: 1700 W. Hillsdale Boulevard, San Mateo, CA 94402
Funding Period: Start Date 1 Feb 79; End Date 30 Jun 80
Fiscal Year Funding: $45,000
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract and/or Control No.: CC-352

Eighteen competency-based modules each for training entry-level electronics technicians and fire service employees will be developed with a course outline and instructor's guide for each module. The electronics technician curriculum will feature flexible scheduling to facilitate employee upgrading. The project will assist in competency-based standards for eleven ranks in the California fire service. (Sec. 133)

VTP-3966

Occupational Education Data.
Project Director: McIntyre, Charles M.
Organization: California Community Colleges, Sacramento
Address: 1238 S Street, Sacramento, CA 95814
Funding Period: Start Date 1 Nov 78; End Date 30 Jun 79
Fiscal Year Funding: $94,500
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract and/or Control No.: 8412

Information on community college programs, courses, staff, facilities, and finance which form the basis for training California adults for employment and information on the needs and preferences of these individuals for instruction will be identified, collected, and incorporated into the chancellor's automated information system for use in federal reporting and accountability; state-level planning, policy making, and fund allocation; and local planning and program management and delivery. The data will allow vocational educators to (1) determine costs and program needs for limited English speaking or non-English speaking students, (2) identify community college resources available for those students and for disadvantaged and handicapped students, (3) determine sex and race bias in vocational programs and jobs, and (4) identify needed services and programs for new occupations. Project results will be disseminated through chancellor's office publications and a series of workshops and seminars. (Sec. 131)

VTP-3967

Occupational Education Finance.
Organization: California Community Colleges, Sacramento
Address: 1238 S Street, Sacramento, CA 95814
Funding Period: Start Date 1 Nov 78; End Date 30 Jun 79
Fiscal Year Funding: $37,800
Sponsoring Agency: California State Dept. of Education, Sacramento

Project results will be used in determining the allocation and providing accountability for federal funding to community college districts, occupational education programs in order to bring financing into compliance with the 1976 Vocational Education Act and to coordinate federal funding with state funding. Funds will be directed toward district programs and services for economically disadvantaged, educationally disadvantaged, limited and non-English speaking, and handicapped students. Project results will be disseminated as part of the Board of Governors' study on finance. (Sec. 131)

VTP-3968

Procedures to Utilize Student Follow-Up Information (Student Accountability Model) in Course and Program Modification.
Project Director: Gold, Ben K.
Organization: Los Angeles Community Coll. District, Calif.
Address: 2140 West Olympic Boulevard, Los Angeles, CA 90006
Funding Period: Start Date 1 Mar 79; End Date 28 Feb 80
Fiscal Year Funding: $60,000
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract and/or Control No.: CC-152

Exemplary uses of the Student Accountability Model (SAM) for follow-up of California community college occupational students will be made known to all colleges. Project staff will develop criteria for identifying exemplary use of SAM in course and program modification and apply these criteria to identify exemplary use in California community colleges. Other colleges identified as able and willing to do so will then field test the exemplary techniques. Written reports and audiovisual materials will be used to disseminate the findings of the project to all colleges and other interested personnel. (Sec. 131)

VTP-3969

Work Experience Curriculum Answers a Need (WE CAN).
Project Director: Turley, Kay
Organization: Fullerton Joint Union High School District, Calif.
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $23,233 (Charged to FY 1978)
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract and/or Control No.: 30-66514-3-8-143

The project will field test and finalize "A Careers Course of Study for Students with Special Needs" that will be used in the pre-employment training of handicapped students. The processes necessary for the integration of handicapped students into the regular work experience program will be refined. The transportable model will then be disseminated to districts throughout the state interested in mainstreaming handicapped students into regular work experience programs. In the process of the project, work experience coordinators will gain the knowledge, skills, and attitudes necessary to effectively service the handicapped student. Special education departments will become involved with the pre-employment training curriculum developed for the special students, and the handicapped students themselves will be placed in paid positions that directly relate to their assessment and pre-employment training results, thereby enhancing chances for success on the job. (Sec. 133)

VTP-3970

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs.
Project Director: Hartley, Nancy
Organization: University of Northern Colorado, Greeley
Address: Gunter 103, Greeley, CO 80639
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $14,454 (Charged to FY 1978)

Sponsoring Agency: Colorado State Dept. of Education, Denver
Contract and/or Control No.: 78R-22

A model will be designed and implemented for school district use in assessing the learning styles and problems of handicapped and disadvantaged students entering vocational education programs at the secondary and postsecondary levels. Students will be assessed in terms of interests, aptitudes, abilities, and placement in appropriate levels of curriculum or skill training. The model will emphasize program evaluation and accountability, and will be distributed to all vocational education special needs personnel and local vocational education directors in the state. (Sec. 131)

VTP-3971

Developing and Implementing a Needs Assessment Program for Vocational Education in Colorado.

Project Director: Wyatt, Windol L.
Organization: Colorado State Univ., Ft. Collins. Dept. of Vocational Education
Address: Ft. Collins, CO 80523
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $16,990 (Charged to FY 1978)
Sponsoring Agency: Colorado State Dept. of Education, Denver
Contract and/or Control No.: 78R-17

The project proposes to develop and implement a needs assessment program for vocational education in Colorado. Each school district and postsecondary institution in the state will receive a manual including instruments and procedures for conducting needs assessments. The project objective is to enable local vocational teachers and administrators to determine the external and internal needs of local programs. (Sec. 131)

VTP-3972

Evaluation of the BOE Exemplary Programs.

Project Director: Spooner, Kendrick L.
Organization: Center for Education and Management, Kersey, Colo.
Address: 25455 Weld County Road 50, Kersey, CO 80644
Funding Period: Start Date 1 Jan 79; End Date 15 Aug 79
Fiscal Year Funding: $7,999
Sponsoring Agency: Colorado State Dept. of Education, Denver
Contract and/or Control No.: 79-E-1

A model business clerical program developed for rural areas will be evaluated through onsite visits and performance measurement. Specifically, the exemplary projects will be described in view of the curriculum/instruction model; the positive and negative aspects of the curriculum will be described by students, teachers, and administrators; the performance of students currently enrolled in the program will be assessed; and the performance of program graduates will be assessed through an employer and graduate survey. The business clerical program was sponsored by the State Board for Community Colleges and Occupational Education. (Sec. 132)

VTP-3973

Inservice Education for Postsecondary Part-Time Instructors.

Project Director: Valentine, Ivan E.
Organization: Colorado State Univ., Ft. Collins. Dept. of Vocational Education
Address: Ft. Collins, CO 80523
Funding Period: Start Date 1 Feb 79; End Date 30 Dec 79
Fiscal Year Funding: $16,424
Sponsoring Agency: Colorado State Dept. of Education, Denver
Contract and/or Control No.: E 79-3

Project staff will conduct a literature review of present inservice delivery models and then design such a system and pilot test it to provide a projected cost factor for the model. Instructional elements and the personal characteristics and professional needs of part-time postsecondary instructors will be identified. The Management Information System of the State Board for Community Colleges and Occupational Education will be used in the pilot test to collect data from part-time postsecondary teachers and local administrators responsible for their supervision. Quarterly reports and a final report will be produced. (Sec. 132)

VTP-3974

Needs of Bilingual Vocational Education in Colorado.

Project Director: Spooner, Kendrick L.
Organization: Center for Education and Management, Kersey, Colo.
Address: 25455 Weld County Road 50, Kersey, CO
Funding Period: Start Date 1 Jan 79; End Date 30 Oct 79
Fiscal Year Funding: $19,321
Sponsoring Agency: Colorado State Dept. of Education, Denver
Contract and/or Control No.: 79 R-2

In analyzing the needs for bilingual vocational education in Colorado, project staff will review state employment data to establish bilingual job requirements that would be addressed through traditional vocational programs, and to establish five-year predictions for manpower needs. Bilingual instructors and bilingual programs will be identified and a mail survey conducted to all known occupational training programs to identify and describe bilingual occupational training programs. Case studies will be written for up to five exemplary programs. A task force of individuals from agencies, programs and business affected will meet for a two-day retreat to review the findings and make recommendations for bilingual vocational education. (Sec. 131)

VTP-3975

Preparation/Utilization of Instructional Packages and Media (Inservice Education) for Local Directors of Vocational Education–Phase III.

Project Director: Valentine, Ivan E.; Larson, Milton E.
Organization: Colorado State Univ., Ft. Collins. Dept of Vocational Education
Address: Ft. Collins, CO 80523
Funding Period: Start Date 1 Jul 78; End Date 30 Sep 79
Fiscal Year Funding: $21,974 (Charged to FY 1978)
Sponsoring Agency: Colorado State Dept. of Education, Denver
Contract and/or Control No.: 78R-04

The project proposes in Phase III to develop instructional packages and media for an inservice education program for local directors of vocational education. Project objectives are: (1) to examine concepts of leadership relative to administration of vocational-technical education programs; (2) to expand knowledge of the interdisciplinary concepts for vocational-technical education leadership through onsite inservice education; (3) to formulate a systems approach to planning, conducting and evaluating inservice programs for local directors in Colorado; (4) to define and refine the competencies and tasks of administrators; and (5) to provide a viable inservice program for local vocational administrators. Three of the eight proposed modules have been produced. In this phase, five additional modules will be developed and five sets of each will be produced. Each module will consist of one TV color tape, one set of slides, one audio tape, reference material, folder for packaging, and printed instructional material. (Sec. 131)

VTP-3976

Role Clarification and the Determination of the Responsibilities for Administrative Tasks Performed by Local Vocational Administrators in Colorado.

Project Director: Valentine, Ivan E.
Organization: Colorado State Univ., Ft. Collins. Dept. of Vocational Education
Address: Ft. Collins, CO 80523
Funding Period: Start Date 1 Jul 78; End Date 30 Sep 79
Fiscal Year Funding: $8,115 (Charged to FY 1978)
Sponsoring Agency: Colorado State Dept. of Education, Denver
Contract and/or Control No.: 78R-16

The project proposes to clarify the role of, determine the responsibility of, and specify the tasks performed by local vocational administrators in Colorado. A questionnaire will be developed, validated, and administered to local vocational directors regarding their administrative responsibilities. Each local vocational administrator will be asked to rate the responsibilities as to actually or ideally performed. Immediate supervisors of the surveyed directors will complete the same questionnaires. Data will be reduced and comparisons developed of the administrative roles of each local administrative classification. An advisory committee composed of personnel from the Colorado Council of Local Administrators, teacher educators, and the SBCCOE Planning and Evaluation Branch will be utilized during the project. Products of the project will include: (1) a list of typical tasks performed by local administrators, including directors of area vocational technical schools (AVTS), area vocational schools (AVS), and community colleges; (2) typical job descriptions for AVTS directors and community college occupational deans; and (3) typical job specifications for AVTS directors and community college occupational deans. (Sec. 131)

VTP-3977

Development of Competency-Based Vocational Education Curriculum.

Organization: New Castle County Vocational School District, Del.
Address: New Castle, DE
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $38,000
Sponsoring Agency: Delaware State Dept. of Public Instruction, Dover

Funding for this project will enable completion of the contractual agreement with the Vocational Technical Education Consortium of States for assisting the Delaware Instructional System Curriculum (DISC) in developing competency-based vocational education materials. DISC is located at Hodgson Vocational

Technical School. (Sec. 133)

VTP-3978

Competency-Based Vocational Education (CBVE) Curriculum Review Project.
Project Director: Hampton, Bill
Organization: Polk County School District, Bartow, Fla.
Address: Bartow, FL
Funding Period: Start Date 1 Jun 78; End Date 30 Sep 79
Fiscal Year Funding: $5,000 (Charged to FY 1978)
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract and/or Control No.: 7-2D21

A model for adapting and developing curriculum materials for implementation of CBVE in a vocational technical center will be developed. From the nineteen programs at Ridge Vocational Technical Center (RVTC), three to five programs in most need of CBVE curriculum materials will be identified. For these programs commercial and non-commercial materials will be located, reviewed, and evaluated for suitability to use as resources for student learning guides at RVTC. For areas in which no suitable materials are found, resources will be developed with emphasis on nonprint, multi-sensory resources such as videotapes. The project will demonstrate the methodology of searching for and reviewing traditional vocational education curriculum materials, including multimedia and audiovisual materials, and adapting and converting them to CBVE materials to make them compatible with the instructional delivery system to be used in all vocational programs offered at RVTC. (Sec. 132)

VTP-3979

Cost Benefit of Vocational Education Programs.
Project Director: Alexander, Kern
Organization: Florida Univ., Gainesville
Address: Gainesville, FL
Funding Period: 15 Jun 78; End Date 30 Sep 79
Fiscal Year Funding: $59,289
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract and/or Control No.: 9-1C11

A system, including computer software, will be developed to calculate the direct economic benefits and costs to the individual and to society and the internal rate of return for each postsecondary and adult preparatory vocational program in Florida's school districts and community colleges. Data will be obtained from school districts, community colleges, and the Florida Bureau of Unemployment Compensation. (Sec. 131)

VTP-3980

Curriculum Development System (CDS) Project Activities (Continuation).
Project Director: Hinely, W. Hugh
Organization: Florida State Univ., Tallahassee
Address: Tallahassee, FL 32306
Funding Period: Start Date 1 Jul 78; End Date 30 Sep 79
Fiscal Year Funding: $95,673
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract and/or Control No.: 91C14

Evaluation will be conducted of FACIT, Florida Approach to Competency-Based Individualized Teaching, in preservice and inservice settings. The evaluation will include determination of the instructional efficiency and effectiveness of the FACIT teacher-training system and the practicality of the FACIT competencies, including the problems and benefits attendent upon their implementation. Teachers, administrators, and support personnel will be trained in FACIT competencies at five pilot-testing sites. Materials and techniques of competency-based education, such as those of FACIT, V-TECS, and IDECC, will be integrated. Necessary changes will be made in training materials in accordance with findings from the pilot tests. (Sec. 131)

VTP-3981

Introduction of Solar Energy into Air Conditioning, Refrigeration and Heating Program.
Project Director: Couey, Ned
Organization: Walton Junior College, Niceville, Fla.
Address: Niceville, FL 32578
Funding Period: Start Date 30 Jun 78; End Date 30 Sep 79
Fiscal Year Funding: $5,000 (Charged to FY 1978)
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract and/or Control No.: 7-2D21

A research-based, pilot-tested component adding solar energy technology to existing heating and air conditioning technical programs will be developed. A state-of-the-art review, an advisory committee from the solar energy industry, and conferences with the Florida Solar Energy Commission will provide input about the latest innovations in specific application techniques. Supplemental training for experienced technicians will be provided; the progress of trainees and the effectiveness of the program will be monitored. To assure that the practical needs of industry are met, a close follow-up will be maintained. (Sec. 132)

VTP-3982

Vocational Reading Competency-Based Teacher Education Project.
Project Director: Redmann, Donna H.
Organization: Florida State Univ., Tallahassee
Address: Tallahassee, FL 32306
Funding Period: Start Date 1 Sep 78; End Date 30 Jun 79
Fiscal Year Funding: $40,000
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract and/or Control No.: 9-1C13

A competency-based teacher education (CBTE) project will be developed to provide an instructional delivery system to train trade and industrial teachers to incorporate reading instruction into subject matter teaching. Learning activities and written materials will be developed for the reading-teaching competencies of determining the readibility of written materials; diagnosing students' reading weaknesses and strengths; developing written materials; and teaching vocabulary, comprehension, and study skills. At the same time, competencies needed by vocational teachers in program areas other than trade and industrial education will be identified. A management system and modules for teaching vocabulary, comprehension, study skills, and related activities will be developed as well as a teacher training guide and handbook outlining steps for implementing the program. (Sec. 131)

VTP-3983

Development of Performance Objectives and Criterion-Referenced Measures for Vocational Programs.
Project Director: O'Kelley, George
Organization: Georgia Univ., Athens. Div. of Vocational Education
Address: Athens, GA 30602
Funding Period: Start Date 2 Oct 78; End Date 28 Dec 79
Fiscal Year Funding: $54,997
Sponsoring Agency: Georgia State Dept. of Education, Atlanta
Contract and/or Control No.: C-090

Sixty camera-ready copies of each of two V-TECS catalogs, one for radiographic and another for radio communications technicians, will be produced. A state-of-the-art review will be conducted, an occupational survey will be developed and administered, and survey data will be converted into performance objectives and performance guides. (Sec. 133)

VTP-3984

Membership in the American Association for Vocational Instructional Materials Consortium.
Project Director: Paraday, Harold
Organization: American Association for Vocational Instructional Materials, Athens, Ga.
Address: Athens, GA 30602
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $3,000
Sponsoring Agency: Georgia State Dept. of Education, Athens

Project monies will provide for Georgia's membership in the American Association for Vocational Instructional Materials consortium. Membership will entitle state and local education agencies to reduced rates on curriculum materials in the areas of industrial arts, agriculture, and trade and industrial education and make possible access to catalogs of materials and performance-based teacher education modules. (Sec. 133)

VTP-3985

Self-Paced, Competency-Based Curriculum for the Secondary Level Electro-Mechanical Cluster and a Postsecondary Air-Conditioning Program.
Organization: Georgia Univ., Athens
Address: Athens, GA
Funding Period: Start Date 15 Sep 78; End Date 15 Feb 80
Fiscal Year Funding: $85,000
Sponsoring Agency: Georgia State Dept. of Education, Atlanta
Contract and/or Control No.: C-094

A task continuum with accompanying instructional materials will be developed as a base for an articulated curriculum between secondary and postsecondary levels. Tasks will be identified, validated, and sequenced following a review of literature and occupational analysis. Performance objectives will be written for use in developing learning modules, activities and teaching guides. Accompanying instructional materials, including student-written materials, slides and audiotapes, and a script/story board will be field tested and delivered along with a bibliography of all references and sources used. The curriculum will be implemented in twenty-nine postsecondary and seventy-five secondary programs in the state. (Sec. 131)

VTP-3986

Developing Aquaculture Lesson Units for the Agriculture Curriculum.

Project Director: Hatakeyama, Thomas G.
Organization: Department of Education, Honolulu, Hawaii
Address: Honolulu, HI
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $10,000
Sponsoring Agency: Hawaii State Dept. of Education, Honolulu
Contract and/or Control No.: 79-S-4

To provide secondary students with a knowledge of and skills in aquaculture, project staff will develop curriculum materials after researching, surveying, and collecting appropriate literature; plan and construct sample testing pond facilities and equipment at three schools; conduct a summer workshop in which agriculture teachers can review the curriculum materials; solicit input on the materials from industry and postsecondary educational institutions; and test, refine, and print the resulting curriculum and teaching strategies. (Sec. 133)

VTP-3987

Development of Self-Instructional Modules for Tour-Conducting Classes.

Project Director: Paglinawan, Lynette
Organization: Windward Community Coll., Kaneohe, Hawaii
Address: Kaneohe, HI 96744
Funding Period: Start Date 1 Jul 78; End Date 30 Sep 78
Fiscal Year Funding: $4,522
Sponsoring Agency: Hawaii State Dept. of Education, Honolulu

Self-instructional modules with accompanying audiovisual aids (slides and scripts) will be developed for a class in tour conducting. The completed modules will allow students to make up classes missed due to work schedule conflicts or selectively review specific classes. The modules will also be used to substitute for field trips on days when the weather is inclement. (Sec. 132)

VTP-3988

Implementing a Basic Business Vocabulary in Clerical Courses.

Project Director: Arimoto, Jane
Organization: Aiea High School, Hawaii
Address: Aiea, HI
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $4,000
Sponsoring Agency: Hawaii State Dept. of Education, Honolulu
Contract and/or Control No.: 79-S-3

Materials and strategies for teaching secondary-level basic business vocabulary that will serve as the foundation for typing and other business courses will be designed for teachers of introductory business education courses. A list of basic business vocabulary will be developed by researching library materials and comparing classroom textbooks, utilizing the Hawaii Educational Dissemination and Diffusion System, and surveying the Hawaii Business Educational Association. The teaching method will emphasize learning vocabulary through exercises in content clues, structural analysis, and advanced organizers. Pre- and posttests developed as part of this project will be administered to students in beginning typing classes; the results of these tests and a follow-up study of students will be used to further develop curriculum materials. (Sec. 133)

VTP-3989

Investigating Careers in Digital Electronics.

Project Director: Ikei, Wallace
Organization: Kalani High School, Honolulu, Hawaii
Address: Honolulu, HI
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $2,500
Sponsoring Agency: Hawaii State Dept. of Education, Honolulu
Contract and/or Control No.: 79-S-2

This three-phase project will produce curriculum materials and strategies to augment the existing electronic courses in the IV Electronic Technology I and PIP Electrical Technology II programs at Kalani High School. Specifically, the objectives are to (1) provide learning experiences in digital electronics, (2) expand the career development experiences in electrical and electronics occupations by providing job tasks and laboratory assignments typical of the digital electronics industry, (3) identify and interrelate the goals of the two programs in order to improve the curriculum in those programs and (4) provide career preparation through occupational experiences in these two programs for students with different interests, aptitudes, and abilities. (Sec. 133)

VTP-3990

Provide Vocational Exploratory Experiences to College Dropouts and Potential Dropouts.

Project Director: Mayer, Frederick R.
Organization: Kauai Community Coll., Hawaii
Address: Kauai, HI 96766
Funding Period: Start Date 1 Jun 78; End Date 31 Oct 78
Fiscal Year Funding: $4,600
Sponsoring Agency: Hawaii State Dept. of Education, Honolulu

Community-college students who are college dropouts, potential dropouts, or undecided about career preparation will be served by this project. An exemplary program will be designed in which instructors in the regular automotive technology, automobile body repair, carpentry, and welding programs will each provide two weeks of instruction to the identified students. (Sec. 132)

VTP-3991

Experience-Based Education: Appalachian Educational Laboratory Pilot Program for Special Needs Students.

Project Director: Newbrough, Art
Organization: Township High School District 113, Deerfield, Ill.
Address: 1959 N. Waukegan Road, Deerfield, IL 60015
Funding Period: Start Date 1 Nov 78; End Date 30 Jun 79
Fiscal Year Funding: $11,545
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD2-A9-214

A transportable experienced-based education (EBE) model program for special needs students will be developed and implemented using adapted Appalachian Education Laboratory (AEL) materials. The AEL materials, revised by Iowa Central Community College, will be reviewed, adapted, and reprinted as necessary to meet the needs of High School District 113 with inservice programs provided to teachers as needed. Based upon previously determined criteria, five to ten students will be selected and individualized EBE programs will be developed which involve community resource persons. Evaluation methods based on the evaluation guide prepared by the AEL will be developed to determine and document the effectiveness of the program. By increasing students' ability to make program choices, articulation with the Lake County Area Vocational Center will be improved. Interaction with the Lake County Career Guidance Center will be improved as a result of regular communication with the director regarding project progress. Promotional material will be developed and disseminated to interested agencies. (Sec. 132)

VTP-3992

Experience-Based Education (EBE) in an Alternative School.

Project Director: Atkins, Mary Lou
Organization: Macon County Educational Service Region, Decatur, Ill.
Address: Room 303, Macon County Building, Decatur, IL 62523
Funding Period: Start Date 6 Feb 79; End Date 30 Jun 79
Fiscal Year Funding: $8,381
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD2-A9-260

An EBE program will be adapted for students enrolled at Futures Unlimited Alternative School. The program will provide career exploration, onsite job training, and survival skills. Six teachers will receive inservice education from a consultant trained in EBE. A series of evaluative instruments will be developed and administered and the protocol for continuous monitoring of an EBE program will be established. The program will be field tested with five groups of five students each who have dropped out of regular school and have no intention of returning, have less than half the credits necessary for graduation, and are so maladjusted to a standard school setting that success in such a setting is unlikely. A final report, an evaluation report, and promotional materials will be delivered. (Sec. 132)

VTP-3993

Methods and Materials for Entrepreneurship–Phase II.

Project Director: Evans, Rupert
Organization: Illinois Univ., Urbana
Address: 349 Administration Building, Urbana, IL 61801
Funding Period: Start Date 1 Sep 78; End Date 31 Aug 79
Fiscal Year Funding: $60,473
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD1-B9-131

Units of instruction and teaching strategies will be developed for ten areas of entrepreneurship education. The units will be pilot tested at two postsecondary schools and reviewed by an advisory panel of five entrepreneurs and revised. An annotated bibliography of materials relating to entrepreneurship and small business ownership will be produced with suggestions for implementation. (Sec. 131)

VTP-3994

Development of Performance Levels of Competencies that Should Be Required of Vocational Technical Instructors.

Project Director: Van Ast, John
Organization: Iowa State Univ., Ames
Address: Ames, IA 50011
Funding Period: Start Date 17 Aug 78; End Date 30 Aug 79
Fiscal Year Funding: $29,858
Sponsoring Agency: Iowa State Dept. of Public Instruction, Des Moines
Contract and/or Control No.: FCS-79-11

The performance levels of competencies required for certification of vocational technical instructors as outlined in Appendix A of the state plan will be modified and finalized. To accomplish this, a review of the literature and six state plans will be conducted. An advisory committee and a committee of experts will develop three survey instruments and then collect, analyze and field test data to finalize a list of competencies and establish standards of performance and criteria for measuring performance. An evaluator's guide will be developed which will describe conditions to be met for certification and include samples of activities which evaluators can use in applying the developed criteria to measure competencies. A final report will be written. (Sec. 131)

VTP-3995

Dissemination of Experienced-Based Career Education Curriculum Materials for Mildly Mentally Disabled Students.

Project Director: Larson, Carl
Organization: Iowa Central Community College, Fort Dodge
Address: Fort Dodge, IA 50501
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $33,895
Sponsoring Agency: Iowa State Dept. of Public Instruction, Des Moines
Contract and/or Control No.: FSC-110

With the assistance of the Experienced-Career Education-Mentally Disabled (EBCE-MD) staff of Iowa Central Community College, an individualized system for disseminating EBCE-MD materials and procedures will be provided through AEAs to give mentally disabled students access to vocational education. All Iowa AEAs will be oriented to the EBCE-MD program, work experience instructors or coordinators will be trained in the process, and each AEA will develop the capacity to establish the EBCE-MD program. After the program has been implemented in each AEA, it will be evaluated by a third party. Manuals for EBCE-MD training, experience site training, student evaluation, and staff evaluation will be produced. (Sec. 131)

VTP-3996

Teacher Incentive Grant.

Project Director: Bahr, Dennis
Organization: Webster City High School, Iowa
Address: 1001 Lynx Avenue, Webster, IA 50595
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $1,515
Sponsoring Agency: Iowa State Dept. of Public Instruction, Des Moines
Contract and/or Control No.: FCS-79-67

Teaching materials, working models and work stations will be developed to help special needs students reach course objectives and prepare them for the world of work. School shop activities will be analyzed and material development will follow the research of available materials. Selected special needs students will use the developed materials, in order to evaluate the materials' effectiveness. The material will enhance students' personal growth attitudes and skill development as well as provide other course instructors with materials for entry-level skill development. (Sec. 133)

VTP-3997

Third-Party Evaluation of "Dissemination of Experience-Based Career Education Curriculum Material for Mildly Mentally Disabled Students."

Project Director: Greenwood, Charles; Brooks, Richard
Organization: Drake Univ., Des Moines, Iowa
Address: Des Moines, IA 50311
Funding Period: Start Date 17 Aug 78; End Date 30 Jun 79
Fiscal Year Funding: $8,270
Sponsoring Agency: Iowa State Dept. of Public Instruction, Des Moines
Contract and/or Control No.: FCS-79-09

To analyze the effectiveness of the research project, third party evaluators will establish communication with administrative agencies; prepare pre-test instruments, visitation schedules and formats, interview schedules, and data collection and reporting formats; identify non-EBCE groups; and attend inservice programs for AEA personnel. Baseline data collection will be pre-tested with experimental and control groups. Onsite visits will be made to observe procedures, collect data, interview personnel, and analyze placement. A post-test will be conducted with experimental and control groups and will include a data summary. Data will be analyzed, and results, conclusions, and recommendations will be reported. (Sec. 131)

VTP-3998

Computerization of Kansas Program Assistance and Review (K-Par) Instruments.

Project Director: Scott, Robert
Organization: Kansas State Univ., Manhattan. Dept. of Adult and Occupational Education
Address: Manhattan, KS 66506
Funding Period: Start Date 15 Jan 79; End Date 15 Apr 79
Fiscal Year Funding: $5,105
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract and/or Control No.: 79-131-12

Approximatley 300 K-Par instruments and 3,000 employer satisfaction forms will be computerized to provide quicker interpretation of data for inclusion in writing the state plan for vocational education and to provide an objective data base to expedite local and state-wide decision making on issues of mutual concern. Vocational education state staff will perform evaluations of local education agencies. Data will be collected at the state department and sent to Kansas State University for processing (keypunch, verify, develop statistical scales, and perform reliability and factor analysis). Required computer programming will be developed, data will be analyzed and interpreted, and a narrative discussion of results will be written. Raw data will be extrapolated into meaningful information for the state staff of vocational education. (Sec. 131)

VTP-3999

Business Organization Management Training Center.

Project Director: Taylor, John K.
Organization: St. John Valley Vocational Cooperative Board, Region One, Madawaska, Maine 04756
Address: P.O. Box 266, Madawaska, ME 04756
Funding Period: Start Date 1 Jan 79; End Date 30 Jun 79
Fiscal Year Funding: $6,000
Sponsoring Agency: Maine State Dept. of Educational and Cultural Services, Augusta
Contract and/or Control No.: 910851

Local businesspersons and professional consultants will provide entrepreneurial training for eligible participants who wish to establish their own business enterprises. Step-by-step guidance and instruction will be offered in a businesslike setting using the entire community as a school. A guide on business creation will be developed for students enrolled in vocational education. The completed project should be easy to replicate in any geographical area, and especially areas with existing distributive education programs. (Sec. 132)

VTP-4000

Implementation Grant for Experience-Based Career Education.

Project Director: Hathorne, Warren T.
Organization: Maranacook Community School District 10, Readfield, Maine
Address: Readfield, ME 04355
Funding Period: Start Date 1 Dec 78; End Date 30 Jun 79
Fiscal Year Funding: $34,524
Sponsoring Agency: Maine State Dept. of Educational and Cultural Services, Augusta
Contract and/or Control No.: 910381

The Far West Laboratory's experience-based career education program will be used as a model for implementing an alternative program of comprehensive secondary education at Maranacook Community School. The effectiveness of the program as a model for other rural schools will be demonstrated by the resulting achievement of students in developing their basic, career, and life skills; the preparedness of students to seek employment or further training or education; and the extent of the mobilization and use of community resources. A guide for conducting community-based work experiences in rural areas will be developed and disseminated as will a community resource guide for rural schools. Methods by which a rural school develops resource sites will be documented. (Sec. 132)

VTP-4001

Solar Energy and the Building Construction Trades.

Project Director: Gorham, Jonathan W.
Organization: Maine Audubon Society, Falmouth
Address: 118 W.S. Route One, Falmouth, ME 04105
Funding Period: Start Date 15 Jul 78; End Date 13 Oct 78
Fiscal Year Funding: $7,850

Sponsoring Agency: Main State Dept. of Educational and Cultural Services, Augusta
Contract and/or Control No.: 909704

Vocational staff from the Portland Regional Vocational Technical Center (PRVTC) and a team of solar curriculum developers from the Maine Audubon Society will develop a series of twelve core curriculum units on solar energy in building construction trades of vocational students in grades 11 and 12. Curriculum materials will be presented to PRVTC staff in a series of inservice training workshops and implemented at PRVTC in their 1978-79 construction trades course. A camera-ready copy of the curriculum materials will be reproduced by the state department of vocational education. (Sec. 133)

VTP-4002

Development of an Innovative Model for Disadvantaged Students Enrolled in Secondary Vocational Education–Guide for Success in Vocational Education.
Organization: GUIDE, Hyattsville, Md.
Address: 5126 Baltimore Avenue, Hyattsville, MD 20781
Funding Period: Start Date 1 Jan 79; End Date 31 Jul 80
Fiscal Year Funding: $17,050
Sponsoring Agency: Maryland State Dept. of Education, Baltimore

To increase the chances that disadvantaged youth will complete vocational programs and then obtain employment, a program offering support services will be developed for twenty-five students in the Prince George public school system. Support services will consist of mini-courses and group and individual counseling using a behavioral reward system for reinforcement. A competency list will be used to determine if student behavior has improved. Data on the successes and failures of the program will be collected and disseminated to students, parents, and teachers involved in the program. Program ideas and methodologies will be shared with vocational teachers. (Sec. 132)

VTP-4003

FCC Year-Round Aviation/Avionics (Continuation).
Project Director: Turner, Lewis O.
Organization: Frederick Community Coll., Md.
Address: Frederick, MD 21701
Funding Period: Start Date 15 Dec 78; End Date 31 Jul 79
Fiscal Year Funding: $4,000
Sponsoring Agency: Maryland State Dept. of Education, Baltimore

A two-part report will be produced which will assess the feasibility of and propose a schedule and implementation plan for expanding the present aviation maintenance technology program to year around operation and establishing an avionics option to the existing electronics technology and aviation maintenance technology programs. The report will address curriculum, scheduling, costs, equipment needs, space, field experience opportunities, student and employment markets, staffing, industry and licensing standards, and potential financial support from industry and government grants. Information will be gathered through surveys; curriculum and literature reviews; and personal and telephone interviews with employers, schools, federal agencies, aviation industry personnel, FCC staff members, and appropriate trade associations. Curriculum for the year around aviation and technology program and avionics option will be developed. (Sec. 132)

VTP-4004

Michigan Community College Occupational Education Evaluation Program–Phase II.
Organization: Washtenaw Community Coll., Ann Arbor, Mich.
Funding Period: Start Date 1 Jan 79; End Date 31 Jul 79
Fiscal Year Funding: $32,000
Sponsoring Agency: Michigan State Dept. of Education, Lansing
Contract and/or Control No.: 33F9-7453

Forms and procedures will be developed for use in evaluating community college occupational education programs in the areas of student flow, program review, financial analyses, and management plans. The evaluation system will be designed to be locally directed, meet federal evaluation requirements, and offer students high quality programs that are realistic in terms of employment opportunities. (Sec. 131)

VTP-4005

Adult Vocational Energy Curriculum.
Project Director: Kobe, John
Organization: Minneapolis Joint Independent School District 287, Minn.
Address: 1820 Xenium Lane, Minneapolis, MN 55441
Funding Period: Start Date 1 Sep 78; End Date 30 Jun 79
Fiscal Year Funding: $27,000
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract and/or Control No.: 2-C.D.-79

Better technical information, improved sensitivity among school personnel toward energy conservation, and the ability of school personnel to train local public building personnel in conducting the first phase of energy audits of schools, hospitals, and public buildings which have energy grant programs will result from this project. Existing adult energy education course curriculum will be revised, put into modular format, and pilot tested; a modular curriculum model will be developed; and a mini-course to train building maintenance personnel will be developed. Inservice workshops will be conducted and the model's impact on enrollment will be determined. (Sec. 133)

VTP-4006

Policy Studies in Vocational Education.
Project Director: Swanson, Gordon
Organization: Minnesota Univ., Twin Cities, St. Paul
Address: 116 Classroom Office Building, St. Paul, MN 55108
Funding Period: Start Date 1 May 79; End Date 15 Jan 80
Fiscal Year Funding: $13,052
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract and/or Control No.: 7-R-79

Research for this project is expected to lead to development of a rationale for linking the present and potential programs of vocational education with explicit or implicit national goals, problems and concerns. Project staff will develop a concise restatement of the reason for a federal role in vocational education and provide support data for the rationale leading to a cooperative relationship between federal and subsidiary roles in vocational education. Major issues surrounding the basis for a federal role and federal-state cooperation will be identified and alternative courses of action appropriate to the issues developed. Short- and long-range consequences implementing different policy alternatives also will be identified, after which a set of recommendations for federal support derived from considering issues, alternatives and consequences will be developed. An eight-member study team will meet two to four times in April and September. Between meetings, individual members will develop background information appropriate for their particular studies in order to prepare a succinct policy statement that Congress can use in formulating vocational education legislation. (Sec. 131)

VTP-4007

Revise Electrical Code Curriculum.
Project Director: Broecker, Wayne
Organization: Albert Lea Public School District 241, Minn.
Address: 2200 Tech Drive, Albert Lea, MN 56007
Funding Period: Start Date 1 Jun 79; End Date 31 Dec 79
Fiscal Year Funding: $2,500
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract and/or Control No.: 7-C.D.-79

An instructor will attend the International Association of Electrical Inspectors conference to gather information so that existing electrical curriculum can be updated to incorporate changes in the National Electrical Code. The new curriculum will be written in a form suitable for apprentices and to facilitate home study. The materials will be duplicated and disseminated to all Minnesota area vocational technical institutions (AVTIs) to update and upgrade instruction for apprentices and journeymen. Inservice training will be provided for AVTI staff if necessary. (Sec. 133)

VTP-4008

Community Resource Trainer.
Project Director: Clark, Walter J.
Organization: Thompson Falls High School, Mont.
Address: Thompson Falls, MT 59873
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $14,521
Sponsoring Agency: Montana State Office of the Superintendent of Public Instruction, Helena
Contract and/or Control No.: 79-4504-05-22-16-0002

A certified cooperative vocational coordinator will implement the community resource trainer project, selecting community trainers for their ability to provide quality instruction. An advisory committee will determine the suitability of training stations and criteria for selecting students. To assess the knowledge, skills and competencies needed to develop an entry level skill, a task analysis in the occupation for which the student is being trained will be performed. Students will be placed with community trainers on the basis of their interest, aptitude and ability. The program will be continuously evaluated by independent evaluators selected by the Office of Public Instruction and the state employment service will be consulted to determine local and regional employment trends. To determine the effectiveness of the program and vocational outcomes, one- and three-year follow-up studies of graduates will be conducted. A slide/tape of the program will be developed and made available to all school districts in the state. (Sec. 132)

VTP-4009

Community Resource Training.
Project Director: Higgins, Ronald R.
Organization: Troy High School, Mont.
Address: Troy, MT 59935
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $16,473
Sponsoring Agency: Montana State Office of the Superintendent of Public Instruction, Helena
Contract and/or Control No.: 79-2702-05-22-16-0001

After identifying the abilities, interests and aptitude of students in job related areas, students will be placed in an on-the-job situation of their choice in a business or crafts area to be supervised and trained. Using tools and materials of the trade, students will learn social skills, workmanship, safety, promptness, respect and cooperation. Community members will be directly involved in the education process to enhance cooperation between public schools and the private business sector and existing community facilities will be used to reduce the need for purchasing specialized tools and equipment. An average of fifteen students will be placed annually and future area employment needs will be identified. (Sec. 132)

VTP-4010

Curriculum Development Effort in Adult Education for Montana Vocational Agriculture Teachers.
Project Director: Bishop, Douglas
Organization: Montana State Univ., Bozeman
Address: Bozeman, MT 59717
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $5,000
Sponsoring Agency: Montana State Office of the Superintendent of Public Instruction, Helena
Contract and/or Control No.: 79-5703-05-23-17-0008

A core of adult education curriculum materials for vocational agriculture teachers in Montana will be prepared by conducting an evaluative survey to determine the nature and extent of adult education offered during the last three years. Summarized data of the follow-up survey will be used throughout the program. Based on their interest in and knowledge of the needs of adult agricultural education, three teachers will be selected to serve on an advisory and planning committee to assist in the initial planning of subject matter and skill areas for which curriculum material is not organized into instructional units for adults. A five-year adult curriculum plan and priorities for developing a minimum of fifteen units of instruction for adult agricultural education will be established. Development of the units will continue during the 1978-1979 academic year and will be finalized during the summer of 1979. From these fifteen units, three will be completed and made available at cost to vocational agriculture teachers for the 1979-1980 school year. (Sec. 133)

VTP-4011

Curriculum for Mainstreaming Handicapped Home Economics Students.
Project Director: Parsons, Angie
Organization: Montana State Univ., Bozeman. Dept. of Home Economics
Address: Bozeman, MT 59717
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $2,959
Sponsoring Agency: Montana State Office of the Superintendent of Public Instruction, Helena
Contract and/or Control No.: 79-5703-06-22-17-0035

A workshop for home economics teachers will be conducted at Montana State University to develop curriculum materials for mainstreamed handicapped home economics students. Workshop topics will include an overview of PL 94-142, what to teach students, how to handle failure, positive management of handicapped students, grading, and evaluation techniques. A curriculum materials handbook for mainstreaming handicapped home economics students will be developed for state-wide use. (Sec. 133)

VTP-4012

Distributive Education Audiovisual Materials Laboratory.
Project Director: Newville, Ron
Organization: Bozeman Senior High School, Mont.
Address: Bozeman, MT 59715
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $3,500
Sponsoring Agency: Montana State Office of the Superintendent of Public Instruction, Helena
Contract and/or Control No.: 79-1605-05-23-16-0014

Up-to-date print and audiovisual materials will be provided to Montana teachers of marketing and distribution to supplement their traditional curriculum materials. Materials purchased through the program are intended to encourage students to select careers based on interest and ability rather than sex, and will provide teacher-educators with necessary materials to give distributive education majors an up-to-date philosophy in business and marketing when entering the teaching field. The materials will be distributed to all distributive education programs to present a uniform state curriculum in marketing and distribution. (Sec. 133)

VTP-4013

Feasibility Study to Determine Needs of Montana Relative to the Preparation of Local Administrators of Vocational Education.
Project Director: Hertz, Daniel
Organization: Montana State Univ., Bozeman
Address: Bozeman, MT 59717
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $4,600
Sponsoring Agency: Montana State Office of the Superintendent of Public Instruction, Helena
Contract and/or Control No.: 79-5702-05-25-22-0001

A feasibility study will be conducted by a graduate student or faculty member of Montana State University, Northern Montana College, or the University of Montana to determine the actual use of and need for local administrators of vocational education in Montana. As a result of the study, certification requirements for the position will be proposed along with the creation of an externship program for preparing local administrators of vocational education in the state if the need for such a program is identified. (Sec. 131)

VTP-4014

Identification and Development of Apparatus to Assist the Physically Handicapped in Obtaining Access to Laboratory Shops.
Project Director: Bruwelheide, Kenneth
Organization: Montana State Univ., Bozeman. Dept. of Agriculture and Industrial Arts Education
Address: Bozeman, MT 59717
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $7,865
Sponsoring Agency: Montana State Office of the Superintendent of Public Instruction, Helena
Contract and/or Control No.: 79-5703-05-22-17-0032

Apparatus will be identified and developed to assist physically handicapped students' access to secondary instructional laboratory shops. Shop skills, tools and equipment commonly found in secondary school laboratories and currently specified in the state curriculum will be identified. Special needs educators and specialists in the area of physical handicaps will offer information concerning needs of the handicapped, and assess the mobility, strength and dexterity limits of selected handicapped individuals to match skills with equipment and handicap limits. Apparatus will then be designed, developed and tested to allow students to use the identified tools and equipment properly, safely and independently. As a result of actual laboratory use with a selected handicapped population and analysis of test data, the apparatus will be refined. Plans and sample test apparatus, as well as information on the construction and use of materials will be prepared, reproduced and disseminated to all industrial education teachers in the state to assist in mainstreaming physically handicapped students into their programs. (Sec. 131)

VTP-4015

Investigation of Toxic Metal Compounds Present in Instructional Laboratories.
Project Director: Bruwelheide, Kenneth
Organization: Montana State Univ., Bozeman. Dept. of Agriculture and Industrial Arts Education
Address: Bozeman, MT 59717
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $1,400
Sponsoring Agency: Montana State Office of the Superintendent of Public Instruction, Helena
Contract and/or Control No.: 79-5703-05-25-22-0002

An investigation of toxic metal compounds present in instructional metal work laboratories will be conducted to reduce potential health hazards. Qualitative information, including a review of the literature regarding possible toxic substances, will be collected. Junior and senior high school industrial arts teachers, secondary vocational agriculture teachers, and teachers of postsecondary and technical metal programs will be surveyed to determine those compounds used in welding, heat treating, foundry, and sheetmetal work; the amount and time used; and the safety precautions taken. After the results of the survey information is compiled, categorized and analyzed by experts in the field of environmental toxicology, guidelines will be developed for the use of toxic compounds in laboratories. Information related to the research will be published in professional journals. (Sec. 131)

VTP-4016

Project Prime.

Project Director: Johnson, Judy
Organization: Easter Seal Society, Helena, Mont.
Address: Helena, MT 59601
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $61,652
Sponsoring Agency: Montana State Office of the Superintendent of Public Instruction, Helena
Contract and/or Control No.: 79-6201-05-22-99-0031

Project Prime, coordinated by the Montana Easter Seal Society, will be developed to facilitate vocational counseling and evaluation in rural high schools and to provide work experience, job assessment, and awareness of job opportunities in the state. The screening process to be used in rural schools and Helena public schools will include rules and regulations for special education. Student assessment will include results of individual achievement tests, psychological and physical examination, and evaluation of work aptitudes and attitudes. Evaluations will be conducted by the Evaluation and Career Development Center of Helena Industries. Efforts for student guidance and job placement will be coordinated with currently available jobs. An advisory board will serve the project and a variety of service agencies will assist in screening, referral, placement and follow-up. A complete vocational assessment and aptitude packet to be made available to guidance counselors will include information on vocational training or job placement for rural handicapped and disadvantaged students. (Sec. 132)

VTP-4017

Recording and Disseminating Teacher Developed Shop Procedures and Practices.

Project Director: Polette, Doug
Organization: Montana State Univ., Bozeman. Dept. of Agriculture and Industrial Arts Education
Address: Bozeman, MT 59717
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $3,000
Sponsoring Agency: Montana State Office of the Superintendent of Public Instruction, Helena
Contract and/or Control No.: 79-5703-05-22-22-0003

A slide/tape presentation will be organized to record and disseminate outstanding and innovative shop organization methods and management practices developed by industrial education teachers in the state. Instructors will be selected with the help of a consultant for industrial education who also will be available for assistance in curriculum development, shop organization and management. The presentation will allow industrial teachers to examine and compare a number of shop facilities and find solutions to common shop problems; future industrial education teachers will have the opportunity to view specific shop organization and management systems. (Sec. 132)

VTP-4018

Report of the Educational Program for Young Mothers in the Helena Public School System.

Project Director: Briggs, Margaret
Organization: Montana State Univ., Bozeman. Dept. of Home Economics
Address: Bozeman, MT 59717
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $1,684
Sponsoring Agency: Montana State Office of the Superintendent of Public Instruction, Helena
Contract and/or Control No.: 79-5703-05-22-17-0034

A booklet will be published to describe the outstanding vocational education program for pregnant teenage girls in the Helena public school system. In preparation for publication, the written goals, guidelines, and descriptive statements about the program will be reviewed. Teachers and supervisors will be interviewed and a draft of the report prepared. The approved material will then be reproduced in booklet form and made available to all secondary school administrators, guidance staff and home economics teachers in the state. (Sec. 133)

VTP-4019

Reprographics for Special Needs Students.

Project Director: Patton, William
Organization: Montana Univ., Missoula. Dept. of Business Education
Address: Missoula, MT 59812
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 80
Fiscal Year Funding: $37,517
Sponsoring Agency: Montana State Office of the Superintendent of Public Instruction, Helena

Special needs vocational students will be provided an opportunity to explore and acquire skills in reprographics. The program will consist of five phases. In phase I, a feasibility study will be conducted to identify students who may benefit from such a program. Curriculum modules in reprographics will be developed during phase II. During phase III, inservice training for teachers will be offered. Training modules will be developed and resulting curriculum applied in phase IV. During phase V, the program will be evaluated and follow-up studies conducted. (Sec. 132)

VTP-4020

Development of Articulation Materials for Vocational Education.

Project Director: Jones, Buford
Organization: Lincoln Public Schools, Nebr.
Organization: Southeast Community Coll., Lincoln, Nebr.
Address: Lincoln, NE
Funding Period: Start Date 1 Sep 78; End Date 31 Aug 79
Fiscal Year Funding: $28,371
Sponsoring Agency: Nebraska State Dept. of Education, Lincoln

Materials for health-related occupations, drafting, and electronics will be developed which will facilitate the articulation of students from secondary education to either postsecondary education or employment. The materials will consist of student outcomes for both employment and advanced placement; competencies, including tasks, conditions, and limitations; performance criteria; enabling tasks; a glossary; and recordkeeping charts. Competency tests will be prepared, as appropriate, and a manual will be developed to help secondary and postsecondary personnel implement the articulation competencies. A committee will be used to determine which competencies are necessary for initial employment; representatives from three educational agencies and employers will determine student outcomes, including the types of jobs available for students who have developed competencies, the amount of advanced credit to be awarded at the postsecondary level for each competency, and the amount of high school credit suggested for each competency. (Sec. 133)

VTP-4021

Curriculum Development for Occupational Education.

Project Director: Quarles, George R.
Organization: New York City Board of Education, Brooklyn, N.Y.
Address: 110 Livingston Street, Brooklyn, NY 11201
Funding Period: Start Date 1 Sep 78; End Date 31 Aug 79
Fiscal Year Funding: $74,633
Sponsoring Agency: New York State Education Dept., Albany
Contract and/or Control No.: 79-3C-908

Teachers and supervisors will update or develop new curriculum materials in electricity, avionics, automotive science, solar energy, and office machines using the modular approach to provide students with a diversity of training options consistent with current and anticipated job market needs. The advisory council and trade commissions will be consulted to determine occupational skills, requirements, and employment needs. (Sec. 133)

VTP-4022

Curriculum Specialist in Occupational Education.

Project Director: Freedman, Michael
Organization: Rensselaer-Columbia-Green Board of Cooperative Educational Service, Castleton, N.Y.
Address: 1550 Schuurman Road, Castleton, NY 12033
Funding Period: Start Date 1 Sep 78; End Date 30 Jun 79
Fiscal Year Funding: $4,750
Sponsoring Agency: New York State Education Dept., Albany
Contract and/or Control No.: 79-3C924-65

Instructional programs in occupational education for special needs pupils and a system for career guidance will be developed. Project staff will maintain an inservice program relating to curriculum instruction and career guidance and to coordinate with local Instructional Support System for Occupational Education (ISSOE) activities. The inservice training program will address sensitization to the educational needs of all students, especially the handicapped. Other aims of the inservice training program are to develop teaching skills using a systems approach, to expose teachers to a variety of new materials and techniques, and to familiarize them with available resources. (Sec. 133)

VTP-4023

Descriptive Assessment of Cooperative Occupational Education Programs in Two-Year Colleges.

Project Director: Beilby, Albert
Organization: State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education
Address: Ithaca, NY 14853
Funding Period: Start Date 1 Nov 78; End Date 30 Sep 79
Fiscal Year Funding: $48,961
Sponsoring Agency: New York State Education Dept. Albany

Contract and/or Control No.: 79-3A-799GPS

Postsecondary education instructors will receive a handbook for planning or improving local cooperative education programs. Project staff will review literature relevant to cooperative education issues, problems, problem resolutions, characteristics, and configurations at the national level; specify program evaluation criteria; and carry out a state-wide descriptive assessment of cooperative education efforts in two-year colleges. A telephone survey will be conducted to identify two-year college programs, a mail survey will be designed and conducted, and data will be analyzed and compiled. An educational impact research study will be designed and implemented to investigate the feasibility of establishing relationships between selected cooperative education programs and other employment programs. Information from the research will be useful to state and local policy makers, foster cooperative experiential education, promote long-range improvement of placement rate, and facilitate instructional effectiveness. (Sec. 131)

VTP-4024

Displaced Homemaker in New York State: Implications for Educational Planning.

Project Director: Fadale, La Verna
Organization: New York State Univ. System, Albany. Two-Year College Development Center
Address: 1400 Washington Avenue, Albany, NY 12222
Funding Period: Start Date 1 Mar 79; End Date 30 Sep 79
Fiscal Year Funding: $4,890
Sponsoring Agency: New York State Education Dept., Albany
Contract and/or Control No.: CO 78-3A-1062

A report of data results, outcomes, and implications will be disseminated for use in planning or adjusting educational programs to enable displaced homemakers to achieve self-sufficiency and economic independence. Census data for each county will be used as a base to determine the number of displaced homemakers in the state. Lists of education-related needs of displaced homemakers will be developed with the cooperation of service agencies such as the Department of Labor and CETA. A questionnaire and interviews will be used to validate statistical estimates; data will be reported by county and summarized for the state. (Sec. 133)

VTP-4025

Field Test of the Student Reporting System.

Project Director: Edsall, Alan
Organization: Cornell Univ., Ithaca, N.Y. Inst. for Research and Development in Occupational Education
Address: Stone Hall, Ithaca, NY 14853
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $46,005
Sponsoring Agency: New York State Education Dept. Albany
Contract and/or Control No.: 79-3C-889-GS

A prototype comprehensive information management system to enable state agencies to plan, monitor, and redirect programmatic efforts more effectively will result from the design of a plan for field testing the Instructional Support System for Occupational Education (ISSOE) manual processing student reporting system. After designing the field test plan for two program areas, it will be reviewed with the steering committee and implemented. Data collected will be processed and distributed. Recipients will then be surveyed to determine their reactions; results will be reviewed with the steering committee and revised. (Sec. 133)

VTP-4026

Identification of Factors Associated with Sex Role Stereotyping in Occupational Education–Phase II.

Project Director: Ott, Mary Diederich
Organization: State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education
Address: Ithaca, NY 14853
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $65,421
Sponsoring Agency: New York State Education Dept., Albany
Contract and/or Control No.: 79-3A-7556S

A data base will be provided for use in reducing sex bias and sex-role stereotyping in occupational education in New York. In phase II of this continuing project, project personnel will revise the research design, instrumentation, and data collection instruments according to pilot experience and outcomes; identify a sample of major occupational education curriculum areas in each of the thirteen planning regions; and investigate the impact of previous efforts on reducing sex-role stereotyping. Findings from phase I regarding sex-role bias will be validated, additional indicators in occupational program areas not addressed in the pilot phase will be identified, and factors with the greatest potential for improvement will be delineated. Cooperation with the Bureau of Occupational Education Research and the special programs coordinator will be maintained. (Sec. 131)

VTP-4027

Improving Local Programming for Minority Business Enterprise.

Project Director: Winter, Gene
Organization: New York State Univ. System, Albany
Address: 135 Western Avenue, Albany, NY 12222
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $49,127
Sponsoring Agency: New York State Education Dept., Albany
Contract and/or Control No.: 79-3A-94-3GPS

Business educators, deans, and instructors in continuing education will receive materials, information, and reports of experiences for use in improving local programs for minority business enterprise. Cooperative research and development will be established with four to six colleges to identify, adapt, and refine instructional materials with potential for use in postsecondary education and to validate the effectiveness of the materials through field testing at cooperating two-year colleges. A strategy to assess the economic impact of minority small business entrepreneur programs in terms of the student and the community will be developed and pilot tested, and awareness and availability of programs in small business enterprise among the state's two-year colleges will be increased. (Sec. 131)

VTP-4028

Instructional Support System for Occupational Education (ISSOE) Student Guidance for Development of Personalized Occupational Education Programs.

Project Director: Beuke, Vernon
Organization: State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education
Address: Ithaca, NY 14853
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $38,143
Sponsoring Agency: New York State Education Dept., Albany
Contract and/or Control No.: 79-3A-891GS

A personalized student program plan brochure and teacher's guide will be developed with necessary forms and materials for use by ISSOE teachers and students to improve career planning. Major individualization systems and relevant classroom management systems will be reviewed and strategies consolidated with representatives of the Cornell ISSOE steering committee, the Bureau of Occupational Education Research, ISSOE management in the state education department, and POS. Materials and procedures will be pilot tested with a sample of students in a variety of ISSOE programs and revised as necessary, and the Personalized Program of Studies system will be articulated with requirements of the student reporting system. (Sec. 131)

VTP-4029

Meeting Academic Success Needs of Re-entering Adults–Phase II.

Project Director: Mangano, Joseph
Organization: New York State Univ. System, Albany
Address: 1400 Washington Avenue, Milne 229, Albany, NY 12222
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 80
Fiscal Year Funding: $39,794
Sponsoring Agency: New York State Education Dept., Albany
Contract and/or Control No.: 79-3A-790GA

Data with practical application in selected occupational curricula at the two-year college level will be distributed for program improvement and planning for nontraditional students. Project personnel will determine the academic, social, and psychological needs of adults re-entering New York two-year colleges and assist the colleges in recognizing existing and potential resources useful to the target group. An assessment will be made of returning students' satisfaction with their academic programs. Campus meetings will be conducted with the steering committees of participating institutions to share data and provide technical assistance for providing support services for full- or part-time occupational students. (Sec. 131)

VTP-4030

Occupational Education Needs Assessment for the Handicapped.

Project Director: Schneider, Rudolph
Organization: Steuben Allegany Board of Cooperative Educational Services, Bath, N.Y.
Address: R.D. #1, Bath, NY 14810
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $12,432
Sponsoring Agency: New York State Education Dept., Albany
Contract and/or Control No.: 79-3A-865HS

A regional resource library and a model individualized education plan (IEP) development procedure will be made available to regional directors of occupational and handicapped education. In developing a comprehensive student assessment system for providing rural handicapped students with appropriate occupational instruction, a questionnaire will be constructed, and a needs assessment procedure will be developed as a handbook. (Sec. 131)

VTP-4031

Research: Student Follow-Up.

Project Director: Nicholson, Edward
Organization: Oswego County Board of Cooperative Educational Services, Mexico, N.Y.
Address: Box 488, Mexico, NY 13114
Funding Period: Start Date 1 Oct 78; End Date 31 Dec 78
Fiscal Year Funding: $3,475
Sponsoring Agency: New York State Education Dept., Albany
Contract and/or Control No.: 79-3A-6796S

A student follow-up model for use by local education agencies will result from this project which will attempt to show the success of Board of Cooperative Educational Services graduates as compared with academic program graduates. Follow-up data on graduates will be collected and statistically analyzed. (Sec. 131)

VTP-4032

Study of Attrition and Retention Rates in Two-Year Occupational Education Programs at Two-Year Public and Independent Degree-Granting Institutions in New York State.

Project Director: Robertson, Alan; Whalen, Marie
Organization: New York State Education Dept., Albany. Bureau of Occupational Education Research
Address: Albany, NY 12224
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $15,000
Sponsoring Agency: New York State Education Dept., Albany
Contract and/or Control No.: BOER 79-4

An information base on attrition and retention will be provided for use in allocating vocational education funds. Factors affecting student continuance in and completion of postsecondary occupational education programs will be identified and assessed. Data collected from the state department of education, State University of New York, City University of New York, other institutions and present and former students will be analyzed to compare institutions and programs and to provide program-specific data related to expressed reasons for withdrawal or noncompletion. Findings will be directed to two-year college administrators and occupational education regional planning councils. (Sec. 131)

VTP-4033

Study of Personal Background Characteristics of Secondary Public School Occupational Education Students in New York.

Project Director: Cooper, Lorin
Organization: New York State Education Dept., Albany. Bureau of Occupational Education Research
Address: Albany, NY 12234
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $10,400
Sponsoring Agency: New York State Education Dept., Albany
Contract and/or Control No.: BOER 79-6

To determine who is being served by occupational education in the state, a small, rigidly stratified sample of secondary occupational education students will be examined to determine demographic characteristics of student groups by economic region; type of school and course of study. The resulting student profiles based on various population strata will be used in program planning, and presentations on the project will be made at state occupational education conferences. (Sec. 131)

VTP-4034

Study to Identify Program Factors Related to the Successful Performance of Practical Nurse Students on the Licensure Examination.

Project Director: Swarts, Mildred; King, Dorothy
Organization: New York State Education Dept., Albany. Bureau of Occupational Education Research
Address: Albany, NY 12224
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $6,300
Sponsoring Agency: New York State Education Dept., Albany
Contract and/or Control No.: BOER 79-5

A sample of high school practical nurse programs will be used to define the interrelatedness of selected institutional, program, faculty, and student factors as predictors of student success on the practical nursing licensing examination and in being employed as a practical nurse. Statistical analysis will be performed on data collected through telephone interviews and field visits together with a literature review and examination of state education department and local school data. A final report will be delivered. (Sec. 131)

VTP-4035

Vocational Education Employment Network (Project VEEN).

Project Director: Wagner, Robert
Organization: Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.
Address: Yorktown Heights, NY 10598
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $49,416
Sponsoring Agency: New York State Education Dept., Albany
Contract and/or Control No.: 78-2B-804

A comprehensive, computer-based guidance employment information facility will be installed to make a data bank available for retrieval by students and adults participating in occupational education programs. As a career guidance and placement tool for all students enrolled in occupational and continuing education programs, it will make available data concerning career information, postsecondary education, and placement opportunities. Through the guidance information system, students will be able to obtain a list of appropriate occupations based upon individual interests, abilities, and needs. Counselors will be trained to ensure full retrieval of desired information from the system. (Sec. 132)

VTP-4036

V-TECS Catalog 1–Food Market Clerk.

Project Director: Alvir, Howard
Organization: State Univ. of New York, Albany. State Education Dept.
Address: Albany, NY 12234
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $15,950
Sponsoring Agency: New York State Education Dept., Albany
Contract and/or Control No.: BOER 79-7

Task and tool inventories validated by incumbent workers, recommendations for Vocational Technical Education Consortium of States (V-TECS) catalog development, and a state-of-the-art report will be provided for the food market clerk occupation. The inventories, prepared from reference sources and professional consultation, will be field tested with incumbent workers in a representative selection of work settings and evaluated by the V-TECS central office. (Sec. 131)

VTP-4037

V-TECS Catalog 2–Phototypsetting/Photocomposition Operator/-Manager.

Project Director: Alvir, Howard
Organization: New York State Education Dept., Albany. Bureau of Occupational Education Research
Address: Albany, NY 12224
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $19,481
Sponsoring Agency: New York State Education Dept., Albany
Contract and/or Control No.: BOER 79-8

Task and tool inventories, validated by incumbent workers, recommendations for Vocational Technical Education Consortium of States (V-TECS) catalog development, and a state-of-the-art report will be provided for phototypsetting and photocomposition occupations. The inventories, prepared from reference sources and professional consultation, will be field tested with incumbent workers in a representative selection of work settings and evaluated by the V-TECS central office. (Sec. 131)

VTP-4038

1979 Profile of Students in North Carolina Community Colleges and Technical Institutions.

Project Director: Shearon, Ronald W.
Organization: North Carolina State Univ., Raleigh. Dept. of Adult and Community Coll. Education
Address: Raleigh, NC 27650
Funding Period: Start Date 1 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $16,575
Sponsoring Agency: North Carolina State Board of Education, Raleigh
Contract and/or Control No.: 070678-79

To expand and strengthen the data base of information about currently enrolled and potential students for the North Carolina community college system, project staff will develop in-depth student profiles on currently enrolled students in terms of demographic, socioeconomic, academic, attendance, and institutional characteristics along with value orientations toward education; replicate and update data from earlier studies of credit and noncredit students enrolled in North Carolina community colleges and technical institutes for the purpose of detecting changes in student profiles during the past five and ten years, respectively; provide a socioeconomic and demographic profile of North Carolina adults 18 years of age and older to serve as a comparison base; and analyze relationships between selected demographic, socioeconomic, academic, attendance, and institutional characteristics along with value orientations and educational program areas. Data obtained by administering a questionnaire to a random sample of community college and technical institute students enrolled in all education program areas during the spring quarter of 1979 and from 1980 census data for North Carolina will be analyzed. Research findings will be published in a final report and made available to the North Carolina community college system. Further dissemination efforts will include a fifteen-minute slide/tape presentation, presentations at workshops and conferences, and articles in professional journals. (Sec. 131)

VTP-4039

Project Probe.

Project Director: Dickens, Kenneth D.
Organization: High Point Public Schools, N.C.
Address: P.O. Box 789, High Point, NC 27261
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $94,349
Sponsoring Agency: North Carolina State Board of Education, Raleigh
Contract and/or Control No.: NC-ORU-131-002

A publication will be produced to describe the development of a regional staff development model consisting of three basic components–needs assessment, planning, and resource identification–which vocational directors, principals, supervisors, and superintendents may use to plan individualized staff development programs capitalizing on local resources such as businesses, industries, technical colleges, universities, and community agencies. Four additional components–vocational reading, disadvantaged/handicapped, classroom management skills, and history and philosophy for administrators–will be developed to address group needs through workshops. A computer-managed delivery system using performance based teacher education modules produced by the Ohio State University will be developed to be used to offer certification courses. Plans for disseminating the field-tested materials throughout North Carolina will be included. (Sec. 131)

VTP-4040

Experience-Based Career Education for Disadvantaged Students with a Major Focus on Pre-Vocational/Vocational Education.

Project Director: Dixon, Barbara
Organization: Linn-Benton Community Coll., Albany, Oreg.
Address: Albany, OR 97321
Funding Period: Start Date 15 Mar 79; End Date 30 Sep 79
Fiscal Year Funding: $16,613
Sponsoring Agency: Oregon State Board of Education, Salem

A successful secondary-level, experienced-based career education (EBCE) program will be adapted and implemented at the community college level to serve the needs of vocationally disadvantaged students. Existing resources will be used to provide a total educational package for students and staff members will be trained to use EBCE methods and materials. Students participating in the program will be given academic and vocational interest assessments and individual career planning assistance, provided with basic skills development courses and opportunities for vocational exploration in a community setting, and encouraged to consider nontraditional occupations. In addition to providing reports and evaluations, project staff will work with the state department of education to disseminate project information and findings and will assist in developing a workshop on EBCE materials and strategies. (Sec. 132)

VTP-4041

OOICC Occupational Information Conference and Needs Assessment (Planning).

Project Director: Fretwell, David; Heuchert, Arnie
Organization: Oregon Occupational Information Coordinating Committee
Organization: Oregon State Univ., Corvallis
Address: Corvallis, OR
Funding Period: Start Date 1 Aug 78; End Date 30 Sep 78
Fiscal Year Funding: $2,690 (Charged to FY 1978)
Sponsoring Agency: Oregon State Board of Education, Salem
Contract and/or Control No.: 50-004-248

A conference will be planned to establish cooperative arrangements between public education and manpower agencies designed to correlate educational opportunities with current and projected needs of the labor market. The conference is intended to provide occupational data users with information on occupational supply and demand data sources; to determine the most appropriate methods of delivering this data to users in order to assist the decision-making process relative to establishing, continuing, or reducing occupational training programs in Oregon; and to assist clients and students in making individual career decisions. Project staff will plan the conference for occupational data users from educational institutions, CETA prime sponsor areas, employment services, vocational rehabilitation, private schools, and other vocational training programs; to develop a formal needs assessment instrument to determine the most appropriate methods and formats for delivering supply and demand data to occupational data users; and to evaluate the occupational information needs assessment instrument and the conference plan. A task force will provide overall planning, guidance, and evaluative advice. The conference outline and pilot needs assessment instruments will be delivered. (Sec. 132)

VTP-4042

Records Management Competencies: Curriculum Implications for Business Educators.

Project Director: Wallace, Patricia
Organization: Temple Univ., Philadelphia, Pa. Div. of Vocational Education
Address: Philadelphia, PA 19122
Funding Period: Start Date 15 Jan 79; End Date 30 Jun 79
Fiscal Year Funding: $2,000
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 93-9105

A model for program design and development will be constructed for use by comprehensive and vocational technical secondary schools, community and junior colleges, and four-year colleges and universities. A list of minimum competencies in a records management course at each educational level, a list of job competencies differentiating between entry-level, intermediate and advanced positions; curriculum guides; and career ladder positions will be established. Additionally, a source of career information will be provided for counselor use. Data will be collected from a survey of a sample of the Association of Records Managers and Administrators. Nonrespondent bias will be determined and the data will be analyzed using the statistical package for social sciences. (Sec. 133)

VTP-4043

Home Economics Vocational Education for the Handicapped (HE-VEH) Instructional Materials.

Project Director: Bell, Camille
Organization: Texas Tech Univ., Lubbock
Address: Lubbock, TX
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $81,540
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 99230082

The Home Economics Instructional Materials Center will produce two guides for HE-VEH in the areas of food services and clothing services. The readability of student references recommended in HE-VEH instructional materials will be evaluated and new and existing materials will be disseminated. Providing inservice education to teachers will be an additional part of the project. Graduate research assistants will be trained to aid teacher-writers and advisory committee members in developing and evaluating the materials. Dissemination will be expanded through exhibits and distribution of brochures. (Sec. 133)

VTP-4044

Mini-Courses to Explore Nontraditional Career Fields.

Project Director: Dobbs, Virginia
Organization: Dallas County Community Coll. District, Tex.
Address: Dallas, TX 75202
Funding Period: Start Date 1 Jul 78; End Date 31 Dec 78
Fiscal Year Funding: $14,223
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 89230059

To eliminate misconceptions and sex biases concerning certain vocations, encourage men and women to explore latent individual talents and interests, encourage low-income workers to go into higher paying career fields, and produce candidates for further study in related community college programs, Eastfield Community College will provide three nontraditional mini-courses of five weeks duration each for a maximum of forty students per course. Should the demand be evident, two mini-courses will be offered for men in secretarial careers and child development. Each mini-course will consist of one lecture hour and three lab hours per week. The lab exposure will allow students to become familiar with the equipment and working conditions associated with each career field. The courses will be provided at a time most convenient to the participants and child care will be provided for a maximum of 200 children. Participants will be solicited from Eastfield's existing Displaced Homemaker Counseling Service and through heavy advertisement and promotion conducted during July 1979. Individuals interested in pursuing further education will be referred to the appropriate program at one of the seven colleges in the Dallas County community college district. A follow-up of those students not pursuing additional education will be made to determine the impact of the mini-course on their prior misconceptions, their current area of employment, if any, and their interest in exploring other nontraditional courses. The results of the training will be provided to potential employers for their staffing consideration. (Sec. 132)

VTP-4045

Career Development in Business and Office Education for Junior High Schools.

Project Director: Stoker, Robert
Organization: Utah State Univ., Logan
Address: Logan, UT 84322
Funding Period: Start Date 1 Dec 78; End Date 30 Jun 79
Fiscal Year Funding: $18,181
Sponsoring Agency: Utah State Board for Vocational Education, Salt Lake City
Contract and/or Control No.: 790243

A series of eight career education learning modules will be developed in the following kinds of occupations and occupations related to each: accounting, business and data processing, general office and clerical, information and communication, banking, personnel and training, secretarial, and supervisory and management. Thirty-seven career exploration units in business and office education, each with written and accompanying materials and equipment, will be developed and field tested for use at the junior high school and middle school level. (Sec. 132)

VTP-4046

Distributive Education Career Exploration Curriculum Development.

Project Director: Litchford, C. Daniel
Organization: Weber State Coll., Ogden, Utah
Address: Ogden, UT
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $10,715
Sponsoring Agency: Utah State Board for Vocational Education, Salt Lake City

Junior and senior high school students will explore marketing and distributive education through the development of thirty career exploration units. The Occupational Outlook Handbook and the Dictionary of Occupational Titles will be used to identify sub-career categories. Related hands-on exploration experiences will then be developed and field tested in Utah junior and senior high schools. (Sec. 132)

VTP-4047

Industrial Arts Career Education: A Project Evaluation.

Project Director: Long, Gilbert A.
Organization: Utah State Univ., Logan
Address: Logan, UT 84322
Funding Period: Start Date 15 Sep 78; End Date 30 Jun 79
Fiscal Year Funding: $17,000
Sponsoring Agency: Utah State Board for Vocational Education, Salt Lake City
Contract and/or Control No.: 790142

To determine if instructional materials meet the needs of students, teachers, parents, and other concerned persons, an evaluation will be conducted in three phases. The first will be a descriptive documentation of the design, development, and implementation of the materials. A comparison of the Industrial Arts Career Education program with conventional industrial programs will follow, focusing on traditional tools, materials, and processes. Finally, opinions will be gathered from students, parents, teachers, and business and industrial personnel. These measures will be taken to determine to what extent the stated objectives of instruction have been met and how the program is better than the one it will supplant. (Sec. 131)

VTP-4048

Study of Vocational Program Success in Utah.

Project Director: Long, Gilbert A.
Organization: Utah State Univ., Logan
Address: Logan, UT 84322
Funding Period: Start Date 15 Sep 78; End Date 30 Jun 79
Fiscal Year Funding: $17,000
Sponsoring Agency: Utah State Board for Vocational Education, Salt Lake City
Contract and/or Control No.: 790142

Program evaluation will be conducted in agriculture, business and office education, distributive education, home economics, health, and trades and industry to identify factors that contribute to vocational education program success. Two successful vocational programs in each of the six disciplines will be identified and criteria used for program selection will be listed. Success factors will then be compared and ranked in priority order. A survey instrument will be developed and an onsite survey conducted. Finally, common and special factors will be identified and an evaluation instrument developed for use by the state education agency and local education agencies. (Sec. 131)

VTP-4049

Postsecondary Education.

Project Director: Sullivan, Daniel
Address: 23 Ledgemere Street, Burlington, VT 05401
Funding Period: Start Date 1 Nov 78; End Date 31 Jan 79
Fiscal Year Funding: $2,900
Sponsoring Agency: Vermont State Dept. of Education, Montpelier
Contract and/or Control No.: PS-79

A minimum of three alternative methods of funding postsecondary vocational education, including at least two funding formulas to allocate federal monies, will be developed. Information on federal laws and formulas used by states having a population similar to Vermont's will be gathered and analyzed. The funding alternatives will be tested and evaluated by computer simulation, if possible. A final report will be produced. (Sec. 131)

VTP-4050

Study of Adult Vocational Education.

Project Director: Ducolon, A. Elizabeth
Funding Period: Start Date 15 Mar 79; End Date 30 Jun 79
Fiscal Year Funding: $9,950
Sponsoring Agency: Vermont State Dept. of Education, Montpelier
Contract and/or Control No.: AE-79

To determine if changes need to be made in certifying teachers of adults, a literature review will be conducted to develop an historical analysis and a current description of adult vocational education in Vermont; a projected description of adult vocational education in Vermont in 1985 will also be developed. Questionnaires will be used to survey relevant populations regarding the objectives of vocational education programs and adult vocational education teacher qualifications, hiring policies, and practices. A comprehensive report, evaluation report, and a brief summary report will be produced. (Sec. 131)

VTP-4051

Study to Determine the Feasibility of Establishing an Automated Management Information System for Vocational Education in the State of Vermont.

Project Director: Koble, Daniel
Organization: ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio
Address: The Ohio State University, Columbus, OH 43210
Funding Period: Start Date 15 Sep 78; End Date 1 Mar 79
Fiscal Year Funding: $22,280
Sponsoring Agency: VT
Contract and/or Control No.: C-79-1

More usable data for planning and decision making in the form of a progress report and a three-volume final report will be made available to the state department of education and to local education agencies. Each system reported will be explained in terms of its components, personnel requirements, equipment requirements, financial requirements, and suggested implementation plan. Research to determine the feasibility of establishing an automated management information system for vocational education in Vermont will also be used to determine the needs of the system at the federal, state, and local educational agency levels. Several alternative sub-systems for the collection and processing of management data will be proposed. Project staff will inventory current and projected federal and state information requirements, review current systems, and inventory resources. Existing management information systems in states with characteristics similar to Vermont will be reviewed for applicability and practicality, after which three alternative sub-systems will be designed for collecting and processing data. To conclude the project, a workshop will be conducted for all personnel in the vocational-technical division of the state department of education. (Sec. 131)

VTP-4052

Development and Implementation of a Competency-Based Curriculum for Distributive Education in Virginia.

Project Director: Ely, Vivien K.
Organization: Virginia Commonwealth Univ., Richmond
Address: P.O. Box 60, Richmond, VA 23216
Funding Period: Start Date 1 Sep 78; End Date 30 Jun 79
Fiscal Year Funding: $20,070
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract and/or Control No.: 133-78-5

Activities involved in this project will include (1) revising all high school distributive education curriculum guides to meet the requirements of group instruction; (2) developing, field testing, and revising model training plans for representative marketing occupations for DE I, II, and III; (3) developing, field testing, and revising Distributive Education Clubs of America (DECA) competency-based events for local-, district-, and state-level student participation; (4) preparing and conducting inservice modules for teacher-coordinators of competency-based instruction simulation programs; and (5) fulfilling state membership in the Interstate Distributive Education Curriculum Consortium (IDECC) consortium. Project completion will result in improved teaching of distributive education in the state and comprehensive curriculum guides incorporating group instruction, plans and DECA activities that will help students prepare more specifically for marketing and distribution occupations. (Sec. 133)

VTP-4053

Development of a Model for Articulation of Secondary and Postsecondary Vocational Education Programs.
Project Director: Merchant, R. P.
Organization: Central Virginia Community Coll., Lynchburg
Address: Lynchburg, VA 24502
Funding Period: Start Date 15 Mar 79; End Date 14 Mar 82
Fiscal Year Funding: $2,245
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract and/or Control No.: 131-79-1

Articulation between secondary and community college vocational programs will provide for more effective transition and more realistic placement in the community college vocational programs. A procedure for developing products needed for articulation will be validated. Policies and procedures will be implemented for student transfer from high school to community college or other vocational programs, including recognition of the student's vocational education accomplishments at the secondary schools and provision for advanced placement. A plan to share staff and facilities where appropriate will be developed; solutions to other articulation procedures which may arise out of the development, implementation, and evaluation of the project will be identified and presented. A slide and tape presentation will be prepared and materials disseminated. (Sec. 131)

VTP-4054

Secondary Dental Aide/Assistant (Uncertified) Medical Assistant Core-Based Education Model Program.
Project Director: Epps, Jean; Eastwood, Leona
Organization: Newport News Public Schools, Va.
Address: 12465 Warwick Boulevard, Newport News, VA 23606
Funding Period: Start Date 15 Apr 79; End Date 14 Apr 82
Fiscal Year Funding: $19,993
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract and/or Control No.: 132-79-3

The health occupations education program developed in this project will serve as a model for providing core-based curriculum materials for the dental assistant (uncertified) and medical assistant program in Virginia and for demonstrating articulation procedures between secondary health occupations education and postsecondary health careers programs. The two-track dental assistant (uncertified) and medical assistant health occupations education program to be developed, field tested, and revised will include a course outline based on entry-level minimum competency skills, an operational handbook, and written agreements for articulation and practicum at two high schools and selected health-care facilities in Newport News. A slide presentation and brochure summarizing the health occupations education programs will also be developed. Program effectiveness, based on student progress from program entry to three months after program exit, will be evaluated using selected Vocational Education Evaluation in Virginia criteria. (Sec. 132)

VTP-4055

Curriculum for Industrial Safety and Health Standards for Construction.
Project Director: Nystrom, Edward
Organization: Spokane Community Coll., Wash. Dept. of English
Address: Spokane, WA 99207
Funding Period: Start Date 18 Jun 79; End Date 1 Sep 79
Fiscal Year Funding: $1,638
Sponsoring Agency: Washington State Commission for Vocational Education, Olympia
Contract and/or Control No.: 79-AHP(223)NP

A course on vertical construction safety and health standards will be developed and taught to students in Spokane Community College's three carpentry classes who will work in construction. Project staff will perform 120 hours of work with several foundation, electrical, roofing, and other construction contractors to evaluate building safety codes and practices. Evaluation data will be coordinated with a slide/tape presentation which will show the sequence of onsite building construction techniques from forming and shoring the foundation to applying chimney safety configuration criteria. A final report will be delivered. (Sec. 131)

VTP-4056

Development of a Curriculum in Laser Technology.
Project Director: Wasserman, William J.
Organization: Seattle Community Coll., Wash.
Address: 1705 Broadway, Seattle, WA 98122
Funding Period: Start Date 1 Dec 78; End Date 30 Sep 79
Fiscal Year Funding: $6,000
Sponsoring Agency: Washington State Commission for Vocational Education, Olympia
Contract and/or Control No.: 79-AHA(119)

A detailed curriculum for a six-quarter laser electrooptics training program will be developed by Seattle Central Community College, evaluated by an industrial advisory committee consisting of both employers and laser electrooptics technicians, and subsequently revised. The training program will be made available to local employers, other major employers, students and instructors at laser electrooptics institutions, and appropriate Technical Education Research Center personnel. (Sec. 133)

VTP-4057

Development of a Methodology for Delivery of Occupational Information Using a Microprocessor System.
Project Director: Marble, James E.
Organization: Clark Coll., Vancouver, Wash.
Address: Vancouver, WA 98663
Funding Period: Start Date 18 Jun 79; End Date 30 Jun 80
Fiscal Year Funding: $3,300
Sponsoring Agency: Washington State Commission for Vocational Education, Olympia
Contract and/or Control No.: 79-AHR(224)NP

Programs and information files will be developed on mini-discs for use in a "stand-alone" computer which requires no telephone connection or use of a host computer. Such a micro-system (e.g., Apple-II, TRS-80, SOL) can be configured for $2,500 to $3,500 and will operate in "turn-key" fashion; i.e., students will not need special instruction to operate the system. In addition to providing an affordable alternative for small or remote schools and a cost alternative for larger users, and micro-system's portability will enable it to be shared among schools. A final report will be delivered. (Sec. 131)

VTP-4058

Emergence of Word Processing (An Audiovisual Presentation).
Project Director: Funk, Beverly M.
Organization: Everett Community Coll., Wash.
Address: Everett, WA 98201
Funding Period: Start Date 18 Jun 79; End Date 1 Oct 79
Fiscal Year Funding: $643
Sponsoring Agency: Washington State Commission for Vocational Education, Olympia
Contract and/or Control No.: 79-AHU(22)

To correct common misconceptions about word processing and provide viewers with positive, accurate information, a slide/tape presentation will be developed to describe functions and operations of word processing in the modern office, using word-processing as a management tool, and local processing centers. A final report and duplicate slides will be delivered. (Sec. 132)

VTP-4059

Energy Management Technician Curriculum.
Project Director: Sarvis, Robert E.
Organization: Edmonds Community Coll., Lynnwood, Wash.
Address: Lynnwood, VA 98036
Funding Period: Start Date 1 Jun 79; End Date 31 May 80
Fiscal Year Funding: $5,938
Sponsoring Agency: Washington State Commission for Vocational Education, Olympia
Contract and/or Control No.: 79-AHV(221)

A comprehensive energy management technician program will be implemented following identification of curriculum topics, prerequisite skill levels, length of training required, and instructional resources to be included in the program courses. By the close of the project, twenty students are expected to complete training as energy management technicians. A final report will be delivered. (Sec. 132)

VTP-4060

Gathering and Disseminating a List of Current Occupational Information Materials for the Various Service Areas.
Project Director: Abendroth, Ruth B.
Organization: Washington State Univ., Pullman

Address: Pullman, WA 99164
Funding Period: Start Date 19 Jun 79; End Date 19 Jun 80
Fiscal Year Funding: $9,906
Sponsoring Agency: Washington State Commission for Vocational Education, Olympia
Contract and/or Control No.: 79-AHM(211)NP

A list of current occupational materials will be gathered for the following service areas; agriculture; home economics; business and office; trade, industry, and health; distributive education; and guidance. National information available for each service area will be compiled and coordinated, and information which applies specifically to Washington will be indicated. The list will be disseminated to vocational teachers and students, guidance and counseling centers, and school libraries. A final report will be delivered. (Sec. 131)

VTP-4061

Horticultural Therapy Curriculum Development.

Project Director: Taylor, Sally; And Others
Organization: Edmonds Community Coll., Lynnwood, Wash.
Address: Lynnwood, WA 98036
Funding Period: Start Date 4 Jun 79; End Date 31 Oct 79
Fiscal Year Funding: $2,991
Sponsoring Agency: Washington State Commission for Vocational Education, Olympia
Contract and/or Control No.: 79-AHW(222)

Horticulture therapists; future employers of certified personnel, the academic advisory committee, and Edmonds Community College staff members will develop a horticulture therapy curriculum for an interdisciplinary offering through the horticulture and social and human services departments. Course materials will be developed to train people to provide therapeutic horticultural activities to children, the elderly, mental patients, retarded persons and those with conditions such as blindness and muscular and neurological problems. A final report will be delivered. (Sec. 132)

VTP-4062

Model to Increase and Retain Nontraditional and Handicapped Secondary Vocational Enrollments.

Project Director: Alaniz, Doris
Organization: Edmonds School District 15, Lynnwood, Wash.
Address: 3800-196th Street, SW. Lynnwood, WA 98036
Funding Period: Start Date 1 Dec 78; End Date 30 Sep 79
Fiscal Year Funding: $4,000
Sponsoring Agency: Washington State Commission for Vocational Education, Olympia
Contract and/or Control No.: 79-AHE(110)

A comprehensive model program will be developed and implemented in Edmonds School District to increase and retain the enrollment of handicapped and nontraditional students in vocationl training programs in its secondary schools. Development and professional production of vocational education course offering brochures and sound filmstrip presentations emphasizing nontraditional and handicapped students will be included in the program elements. Career fairs will be organized for secondary schools with exhibits from program areas and suitable role models from industry. Information delivery systems will be developed for vocational education descriptive materials and realistic career information for students in grades 9-10. Teachers and students will review curricula and course titles to identify elements which may be unattractive or offensive to nontraditional students. An intensive recruiting campaign conducted in secondary schools for nontraditional and handicapped students will be preceded and followed by tests to assess student knowledge of and interest in the vocational training programs offered. Samples of printed materials, descriptions of media items, and statistics of nontraditional and handicapped vocational education enrollments will be made available to other Washington school districts. (Sec. 131)

VTP-4063

New Horizons for Legal Assistant Employment.

Project Director: Fitch, Michael F.
Organization: Edmonds Community Coll., Lynnwood, Wash.
Address: 20000-68th Avenue, West, Lynnwood, WA 98036
Funding Period: Start Date 1 Dec 78; End Date 30 Sep 79
Fiscal Year Funding: $4,000
Sponsoring Agency: Washington State Commission for Vocational Education, Olympia
Contract and/or Control No.: 79-AG9(111)

This project will produce a legal education package for use by other community colleges. Instructions on presentation, a copy of written materials, and video recordings of seminars will be provided. The curriculum will provide quality legal education, appropriate for Washington State Bar Association Continuing Legal Education credit or college credit, to practicing attorneys and legal assistants. (Sec. 133)

VTP-4064

Washington State Nursing Home Administrator Model Curriculum.

Project Director: Kelly Swaryck, Florence
Organization: Fort Steilacoom Community Coll., Tacoma, Wash.
Address: 9401 Farwest Drive, SW, Tacoma, WA 98498
Funding Period: Start Date 1 Dec 78; End Date 30 Sep 79
Fiscal Year Funding: $10,400
Sponsoring Agency: Washington State Commission for Vocational Education, Olympia
Contract and/or Control No.: 79-AHC(103)

Ten courses and detailed course outlines will be developed for a program to provide the initial training of nursing home administrators. A list of topics that could be offered through a series of short, intensive seminars to satisfy the continuing education requirements of the industry will also be produced. Key elements of existing programs will be identified. The course outlines and supplemental topics will be developed at Fort Steilacoom Community College. The curriculum will be replicable state-wide. (Sec. 133)

VTP-4065

Determine Why Black Students Have Insufficient Enrollments in Vocational-Technical Programs and Develop Strategies for Increasing Their Particpation.

Project Director: Montebell, Thomas G.
Organization: West Virginia Research Coordinating Unit for Vocational Education, Huntington
Address: 307 Old Main, Huntington, WV 35701
Funding Period: Start Date 15 Apr 79; End Date 30 Jun 80
Fiscal Year Funding: $25,000
Sponsoring Agency: West Virginia State Dept. of Education, Charleston
Contract and/or Control No.: RVTAE-79-WV-80-R-2

A set of guidelines and specific strategies for improving black enrollment in vocational and technical programs will be developed from survey and research findings. Educational Resources Information Center (ERIC) services will be used in conducting a literature search for sample forms and survey results related to black student participation in vocational and technical programs. Survey forms, procedures, and sampling techniques will be developed; the survey conducted; and findings analyzed for community colleges, area vocational centers, and secondary schools. One hundred fifty bound copies of the report will be produced. (Sec. 131)

VTP-4066

Revision of Program Evaluation Instruments for Trade and Industrial Programs.

Project Director: Thomas, Roy
Organization: West Virginia Research Coordinating Unit for Vocational Education, Huntington
Address: 307 Old Main. Huntington, WV 35701
Funding Period: Start Date 1 Mar 79; End Date 30 Jun 79
Fiscal Year Funding: $3,360
Sponsoring Agency: West Virginia State Dept. of Education, Charleston
Contract and/or Control No.: BVTAE-76-WV-79-R-3

Evaluation instruments for thirty-six trade and industrial vocational education programs will be revised for program improvement. A consultant will be hired to work with a task force of trade and industrial people in West Virginia. (Sec. 131)

VTP-4067

Testing West Virginia Vocational Students with Ohio Occupational Achievement Tests.

Project Director: Thomas, Roy
Organization: Marshall Univ., Huntington, W.Va.
Address: Huntington, WV 25701
Funding Period: Start Date 1 Mar 79; End Date 30 Jun 79
Fiscal Year Funding: $16,570
Sponsoring Agency: West Virginia State Dept. of Education, Charleston
Contract and/or Control No.: BVTAE-76-WV-79-R-2

Consultant services of the Ohio Instructional Materials Laboratory will be obtained to administer, score, analyze and disseminate the results of occupational achievement tests which will be given to all West Virginia students in grades 11 and 12 who are enrolled in programs for which tests are available. This information will enable local program personnel to evaluate their programs in relation to state norms and provide data for a future project in which the test scores will be related to student placement and success rates. (Sec. 131)

VTP-4068

Vocational Needs Assessment for Kanawha County.
Project Director: Davis, Dennis
Organization: Kanawha County Schools, Charleston, W.Va.
Address: 200 Elizabeth Street, Charleston, WV 25311
Funding Period: Start Date 15 Jan 79; End Date 30 Jun 79
Fiscal Year Funding: $12,153
Sponsoring Agency: West Virginia State Dept. of Education, Charleston
Contract and/or Control No.: BVTAE-76-WV-79-R-4

Vocational programs for a new facility will be recommended on the basis of needs assessment data collected from surveys of students, business and industry, and adults conducted to assess student and manpower needs for vocational education in Kanawha County. (Sec. 131)

VTP-4069

Agribusiness Articulation Workshop.
Project Director: Boyle, William
Organization: District One Vocational, Technical, and Adult Education District, Eau Claire, Wis.
Address: 620 W. Clairemont Avenue, Eau Claire, WI 54701
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $1,000
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Educaion, Madison
Contract and/or Control No.: 01-014-150-319

About 600 high school graduates annually will benefit from an agribusiness curriculum articulation plan to be developed in a one-day workshop. Thirty-five staff members in agribusiness programs at the secondary and postsecondary levels will meet to discuss agribusiness programs and develop the articulation plan. Measures will be devised to determine training and background capabilities of students to facilitate transition from secondary to postsecondary vocational programs. The articulation plan and a final report will be delivered. (Sec. 133)

VTP-4070

Articulation Conference.
Project Director: Greeson, Bernard
Organization: Milwaukee Vocational, Technical, and Adult Schools, Wis.
Address: 1015 N. Sixth Street, Milwaukee, WA 53203
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $4,145
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract and/or Control No.: 09-017-150-319

Closer articulation in vocational skills areas will be sought to provide students in Waukesha and Milwaukee counties with a smoother transition from high schools to postsecondary technical institutes. About 125 secondary and postsecondary vocational education teachers and other staff will be invited to an afternoon and evening conference and workshop to hear vocational and educational leaders and participate in small work sessions. A final report will be delivered. (Sec. 133)

VTP-4071

Career Opportunities through TV Broadcasting.
Project Director: Greeson, Bernard
Organization: Milwaukee Vocational, Technical, and Adult Schools, Wis.
Address: 1015 N. Sixth Street, Milwaukee, WI 53203
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $15,004
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract and/or Control No.: 09-011-150-319

Twelve fifteen-minute television programs will be produced and broadcast to provide an opportunity for adults, youth, and children to gain information in an informal manner about agriculture, forestry, personal services, engineering and other technologies, graphic and applied arts, health occupations, and marketing and office occupations. Basic information will be obtained from labor market reports and school program information; photography will be obtained from places of employment and school laboratories. The programs will be produced on 2" TV tape, 3/4" videocassette tape, and 16mm sound film. (Sec. 132)

VTP-4072

Curriculum Articulation.
Project Director: Corcoran, Michael
Organization: Northeast Wisconsin Technical Inst., Green Bay
Address: 2740 W. Mason Street, Green Bay, WI 54303
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $1,350
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract and/or Control No.: 13-039-150-319

Curriculum articulation between secondary and postsecondary institutions will result in improved communications, cooperation, and coordination and will provide students with a smoother transition from secondary to postsecondary schools. Secondary and postsecondary administrators, supervisors, and selected teachers will discuss issues of articulation and mutual concern which affect policy at secondary and postsecondary levels. A project report will be delivered. (Sec. 133)

VTP-4073

Curriculum Articulation.
Project Director: Spanbauer, Stanley
Organization: Fox Valley Technical Inst., Appleton, Wis.
Address: P.O. Box 2277, Appleton, WI 54913
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $860
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract and/or Control No.: 12-431-150-319

An articulation program in health occupations will be planned, implemented, and evaluated to provide students with a smoother transition from high schools to postsecondary technical institutes. A one-day workshop will be held to apprise health occupations staff of programs offered at secondary and postsecondary levels, and additional copies of an articulation model, "Bridging the Gap," will be printed and distributed. A project report will be delivered. (Sec. 133)

VTP-4074

Curriculum Articulation.
Project Director: Temte, William
Organization: Western Wisconsin Technical Inst., La Crosse
Address: Sixth and Vine Streets, LaCrosse, WI 54601
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $1,200
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract and/or Control No.: 02-027-150-319

Mathematics and science teachers (two junior high, two senior high and two postsecondary staff members) will be involved in several work sessions held to identify the mathematics and science concepts needed in postsecondary vocational-technical programs and to develop a model for future expanded articulation projects. Improved communications and cooperative attitudes should lead to further articulation efforts in additional junior and senior high schools. A project report will be delivered. (Sec. 133)

VTP-4075

Curriculum in Baking.
Project Director: Marcouiller, Don
Organization: Wisconsin Indianhead Vocational, Technical, and Adult Education District, Shell Lake
Address: 2100 Beaser Avenue, Ashland, WI 54806
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $488
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract and/or Control No.: 17-011-150-319

One hundred eighteen 8mm film loops will be made available for individualized, competency-based instruction in the baking and quantity foods programs to benefit about twenty-five students per year. The film loops will be purchased and viewed by instructors to incorporate them into an individualized instructional management system. (Sec. 133)

VTP-4076

Educational Television Programming.
Project Director: Zenor, Clifford
Organization: Wisconsin Board of Vocational, Technical, and Adult Education, Madison
Address: Madison, WI
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $6,000
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison

Contract and/or Control No.: 19-008-150-319

Postsecondary-level vocational and technical education courses will be identified, rented, and broadcast on educational television networks during the first two school semesters and the summer session. The ongoing project is intended to provide programming to potential enrollees, usually non-degree seeking students, who otherwise would not be served. Enrollment in the credit courses will be coordinated among all districts in the state. A final report will be delivered. (Sec. 133)

VTP-4077

Follow-Up of Electronics Students and Employers.
Project Director: Covelli, Nick
Organization: Gateway Technical Inst., Kenosha, Wis.
Address: 3520 - 30th Avenue, Kenosha, WI 53141
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $4,121
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract and/or Control No.: 06-050-150-319

Results of a survey of incumbent workers and their employers will form the basis for an updated curriculum expected to benefit about 300 students per year in electronics technology associate degree programs in Wisconsin. Project staff will develop task-based questionnaires to determine their frequency of performance and degree of importance on the job, obtain evaluative feedback from former students and their employers regarding improvement in the electronics program, analyze the results of the survey, and prepare a report of the findings. A random sample will be obtained for the survey from former students for 1975, 1976, 1977 and 1978. Questionnaires will be mailed to 400 former students through respective VTAE districts; 50 former students and employers will be interviewed. (Sec. 133)

VTP-4078

Mathematics Articulation.
Project Director: Nagler, Phyllis
Organization: Moraine Park Technical Inst., Fond Du Lac, Wis.
Address: 235 N. National Avenue, Fond Du Lac, WI 54935
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $1,200
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract and/or Control No.: 10-004-150-319

Articulation between secondary and postsecondary mathematics programs will be achieved by apprising high school students of mathematics requirements for postsecondary vocational and technical programs. Project staff will define applied mathematics as accepted by the postsecondary VTAE system and identify prerequisite mathematics concepts and competencies. To accomplish this, a two-day workshop will be conducted for twelve mathematics instructors from Fond du Lac and Beaver Dam High Schools and for three technical institute mathematics instructors. A project report will be delivered. (Sec. 133)

VTP-4079

Development and Implementation of a Management Information System.
Project Director: Humburg, Renae
Organization: Wyoming Univ., Laramie
Address: Laramie, WY 82071
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $4,491 (Charged to FY 1978)
Sponsoring Agency: Wyoming State Dept. of Education, Cheyenne

To meet the accountability mandate of PL 94-482, a model informational system for state-wide reporting will be developed which will improve the planning, evaluation, and decision-making aspects of vocational education in Wyoming. Three secondary institutions and three postsecondary institutions will be developed as sites for the pilot testing of this management information system. (Sec. 132)

VTP-4080

Experience-Based Career Education (EBCE).
Project Director: Allen, Clark
Organization: Laramie County School District 1, Cheyenne, Wyo.
Address: Cheyenne, WY 82001
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $2,000
Sponsoring Agency: Wyoming State Dept. of Education, Cheyenne

Training opportunities in career education for middle school students will be developed, implemented, and expanded to include real world interactions. The career exploration staff at McCormick Middle School and the district vocational coordinator will provide equipment, materials, and assistance for infusing career education into the general curriculum. (Sec. 132)

VTP-4081

Farm Management.
Project Director: Hubbard, Richard
Organization: Crooke County School District 1, Sundance, Wyo.
Address: Sundance, WY 82729
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $870
Sponsoring Agency: Wyoming State Dept. of Education, Cheyenne

Students will gain entry-level skills in various phases of agriculture farm management through onsite training provided by ranchers and businesspersons. (Sec. 132)

VTP-4082

Food Service Program.
Project Director: Harkins, Beverly
Organization: Teton School District 1, Jackson, Wyo.
Address: Jackson, WY 83001
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $5,000
Sponsoring Agency: Wyoming State Dept. of Education, Cheyenne

Students in a small rural high school will receive training in food service occupations through the lease and management of the Carriage House. Students will gain experience in keeping records and accounts, planning balanced menus, and preparing meals for a school lunch program. (Sec. 132)

VTP-4083

State Planner/Researcher.
Project Director: Humburg, Renae
Organization: Wyoming Univ., Laramie
Address: Laramie, WY 82071
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $10,000
Sponsoring Agency: Wyoming State Dept. of Education, Cheyenne

This continuation of a project funded in FY 1979 is for the purpose of conducting research to develop a management data system to meet the accountability and data requirements of PL 94-482. (Sec. 131)

Project Titles by State

California	Adult Maritime Vocational Education and Technical Training.	VTP-3958
	Analysis of Instructional Apprenticeship Services in Public Schools.	VTP-3959
	Bilingual Competency-Based Instruction Safety Program.	VTP-3960
	COIS: To Continue the Development of the California Occupational Information System.	VTP-3961
	Competency-Based Curriculum in Agriculture: A Program Approach.	VTP-3962
	Extending the High School Career Center to Meet the Needs of Special Education Students.	VTP-3963
	Increasing the Effectiveness of Urban and Suburban Secondary School and Community College Vocational Agriculture Programs in Recruiting, Preparing, and Placing Students.	VTP-3964
	Instructional Models for Fire Science and Electronic Curricula Development.	VTP-3965
	Occupational Education Data.	VTP-3966
	Occupational Education Finance.	VTP-3967
	Procedures to Utilize Student Follow-Up Information (Student Accountability Model) in Course and Program Modification.	VTP-3968
	Work Experience Curriculum Answers a Need (WE CAN).	VTP-3969
Colorado	Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs.	VTP-3970
	Developing and Implementing a Needs Assessment Program for Vocational Education in Colorado.	VTP-3971
	Evaluation of BOE Exemplary Programs.	VTP-3972
	Inservice Education for Postsecondary Part-Time Instructors.	VTP-3973
	Needs of Bilingual Vocational Education in Colorado.	VTP-3974
	Preparation/Utilization of Instructional Packages and Media (Inservice Education) for Local Directors of Vocational Education—Phase III.	VTP-3975
	Role Clarification and the Determination of the Responsibilities for Administrative Tasks Performed by Local Vocational Administrators in Colorado.	VTP-3976
Delaware	Development of Competency-Based Vocational Education Curriculum.	VTP-3977
Florida	Competency-Based Vocational Education (CBVE) Curriculum Review Project.	VTP-3978
	Cost Benefit of Vocational Education Programs.	VTP-3979
	Curriculum Development System (CDS) Project Activities (Continuation).	VTP-3980
	Introduction of Solar Energy into Air Conditioning, Refrigeration and Heating Program.	VTP-3981
	Vocational Reading Competency-Based Teacher Education Project.	VTP-3982
Georgia	Development of Performance Objectives and Criterion-Referenced Measures for Vocational Programs.	VTP-3983
	Membership in the American Association for Vocational Instructional Materials Consortium.	VTP-3984
	Self-Paced, Competency-Based Curriculum for the Secondary Level Electro-Mechanical Cluster and a Postsecondary Air-Conditioning Program.	VTP-3985
Hawaii	Developing Aquaculture Lesson Units for the Agriculture Curriculum.	VTP-3986
	Development of Self-Instructional Modules for Tour-Conducting Classes.	VTP-3987
	Implementing a Basic Business Vocabulary in Clerical Courses.	VTP-3988
	Investigating Careers in Digital Electronics.	VTP-3989
	Provide Vocational Exploratory Experiences to College Dropouts and Potential Dropouts.	VTP-3990

Illinois	Experience-Based Education: Appalachian Educational Laboratory Pilot Program for Special Needs Students.	VTP-3991
	Experience-Based Education (EBE) in an Alternative School.	VTP-3992
	Methods and Materials for Entrepreneurship—Phase II.	VTP-3993
Iowa	Development of Performance Levels of Competencies that Should Be Required of Vocational Technical Instructors.	VTP-3994
	Dissemination of Experienced-Based Career Education Curriculum Materials for Mildly Mentally Disabled Students.	VTP-3995
	Teacher Incentive Grant.	VTP-3996
	Third-Party Evaluation of "Dissemination of Experience-Based Career Education Curriculum Material for Mildly Mentally Disabled Students."	VTP-3997
Kansas	Computerization of Kansas Program Assistance and Review (K-Par) Instruments.	VTP-3998
Maine	Business Organization Management Training Center.	VTP-3999
	Implementation Grant for Experienced-Based Career Education.	VTP-4000
	Solar Energy and the Building Construction Trades.	VTP-4001
Maryland	Development of an Innovative Model for Disadvantaged Students Enrolled in Secondary Vocational Education—Guide for Success in Vocational Education.	VTP-4002
	FCC Year-Round Aviation/Avionics (Continuation).	VTP-4003
Michigan	Michigan Community College Occupational Education Evaluation Program—Phase II.	VTP-4004
Minnesota	Adult Vocational Energy Curriculum.	VTP-4005
	Policy Studies in Vocational Education.	VTP-4006
	Revise Electrical Code Curriculum.	VTP-4007
Montana	Community Resource Trainer.	VTP-4008
	Community Resource Training.	VTP-4009
	Curriculum Development Effort in Adult Education for Montana Vocational Agriculture Teachers.	VTP-4010
	Curriculum for Mainstreaming Handicapped Home Economics Students.	VTP-4011
	Distributive Education Audiovisual Materials Laboratory.	VTP-4012
	Feasibility Study to Determine Needs of Montana Relative to the Preparation of Local Administrators of Vocational Education.	VTP-4013
	Identification and Development of Apparatus to Assist the Physically Handicapped in Obtaining Access to Laboratory Shops.	VTP-4014
	Investigation of Toxic Metal Compounds Present in Instructional Laboratories.	VTP-4015
	Project Prime.	VTP-4016
	Recording and Disseminating Teacher Developed Shop Procedures and Practices.	VTP-4017
	Report of the Educational Program for Young Mothers in the Helena Public School System.	VTP-4018
	Reprographics for Special Needs Students.	VTP-4019
Nebraska	Development of Articulation Materials for Vocational Education.	VTP-4020
New York	Curriculum Development for Occupational Education.	VTP-4021
	Curriculum Specialist in Occupational Education.	VTP-4022
	Descriptive Assessment of Cooperative Occupational Education Programs in Two-Year Colleges.	VTP-4023
	Displaced Homemaker in New York State: Implications for Educational Planning.	VTP-4024
	Field Test of the Student Reporting System.	VTP-4025
	Identification of Factors Associated with Sex Role Stereotyping in Occupational Education—Phase II.	VTP-4026

	Improving Local Programming for Minority Business Enterprise.	VTP-4027
	Instructional Support System for Occupational Education (ISSOE) Student Guidance for Development of Personalized Occupational Education Programs.	VTP-4028
	Meeting Academic Success Needs of Re-entering Adults—Phase II.	VTP-4029
	Occupational Education Needs Assessment for the Handicapped.	VTP-4030
	Research: Student Follow-Up.	VTP-4031
	Study of Attrition and Retention Rates in Two-Year Occupational Education Programs at Two-Year Public and Independent Degree-Granting Institutions in New York State.	VTP-4032
	Study of Personal Background Characteristics of Secondary Public School Occupational Education Students in New York.	VTP-4033
	Study to Identify Program Factors Related to the Successful Performance of Practical Nurse Students on the Licensure Examination.	VTP-4034
	Vocational Education Employment Network (Project VEEN).	VTP-4035
	V-TECS Catalog 1—Food Market Clerk.	VTP-4036
	V-TECS Catalog 2—Phototypesetting/Photocomposition Operator/Manager.	VTP-4037
North Carolina	1979 Profile of Students in North Carolina Community Colleges and Technical Institutes.	VTP-4038
	Project Probe.	VTP-4039
Oregon	Experience-Based Career Education for Disadvantaged Students with a Major Focus on Pre-Vocational/Vocational Education.	VTP-4040
	OOICC Occupational Information Conference and Needs Assessment (Planning).	VTP-4041
Pennsylvania	Records Management Competencies: Curriculum Implications for Business Educators.	VTP-4042
Texas	Home Economics Vocational Education for the Handicapped (HE-VEH) Instructional Materials.	VTP-4043
	Mini-Courses to Explore Nontraditional Career Fields.	VTP-4044
Utah	Career Development in Business and Office Education for Junior High Schools.	VTP-4045
	Distributive Education Career Exploration Curriculum Development.	VTP-4046
	Industrial Arts Career Education: A Project Evaluation.	VTP-4047
	Study of Vocational Program Success in Utah.	VTP-4048
Vermont	Postsecondary Education.	VTP-4049
	Study of Adult Vocational Education.	VTP-4050
	Study to Determine the Feasibility of Establishing an Automated Management Information System for Vocational Education in the State of Vermont.	VTP-4051
Virginia	Development and Implementation of a Competency-Based Curriculum for Distributive Education in Virginia.	VTP-4052
	Development of a Model for Articulation of Secondary and Postsecondary Vocational Education Programs.	VTP-4053
	Secondary Dental Aide/Assistant (Uncertified) Medical Assistant Core-Based Education Model Program.	VTP-4054
Washington	Curriculum for Industrial Safety and Health Standards for Construction.	VTP-4055
	Development of a Curriculum in Laser Technology.	VTP-4056
	Development of a Methodology for Delivery of Occupational Information Using a Microprocessor System.	VTP-4057
	Emergence of Word Processing (An Audiovisual Presentation).	VTP-4058
	Energy Management Technician Curriculum.	VTP-4059
	Gathering and Disseminating a List of Current Occupational Information Materials for the Various Service Areas.	VTP-4060

	Horticultural Therapy Curriculum Development.	VTP-4061
	Model to Increase and Retain Nontraditional and Handicapped Secondary Vocational Enrollments.	VTP-4062
	New Horizons for Legal Assistant Employment.	VTP-4063
	Washington State Nursing Home Administrator Model Curriculum.	VTP-4064
West Virginia	Determine Why Black Students Have Insufficient Enrollments in Vocational-Technical Programs and Develop Strategies for Increasing Their Participation	VTP-4065
	Revision of Program Evaluation Instruments for Trade and Industrial Programs.	VTP-4066
	Testing West Virginia Vocational Students with Ohio Occupational Achievement Tests.	VTP-4067
	Vocational Needs Assessment for Kanawha County.	VTP-4068
Wisconsin	Agribusiness Articulation Workshop.	VTP-4069
	Articulation Conference.	VTP-4070
	Career Opportunities through TV Broadcasting.	VTP-4071
	Curriculum Articulation.	VTP-4072
	Curriculum Articulation.	VTP-4073
	Curriculum Articulation.	VTP-4074
	Curriculum in Baking.	VTP-4075
	Educational Television Programming.	VTP-4076
	Follow-Up of Electronics Students and Employers.	VTP-4077
	Mathematics Articulation.	VTP-4078
Wyoming	Development and Implementation of a Management Information System.	VTP-4079
	Experience-Based Career Education (EBCE).	VTP-4080
	Farm Management.	VTP-4081
	Food Service Program.	VTP-4082
	State Planner/Researcher.	VTP-4083

SAMPLE DISSERTATION RESUME

Accession Number	**DIS-38**
Title	**Attitudes of Vocational Education Personnel toward the Occupational Roles of Females.**
Researcher	**Researcher:** Cunningham, Daisy
Institution	**Institution:** University of Missouri-Columbia
Address and Telephone	**Address:** College of Education 109 Hill Hall Columbia, MO 65211 314/882-8311
Department	**Department:** Practical Arts and Vocational-Technical Education
Adviser	**Adviser:** W. R. Miller, Professor of Education
Estimated Completion Date	**Estimated Completion Date:** Fall 1979
Abstract	A questionnaire and a sex-role attitude scale will be mailed to a stratified random sample of Missouri secondary school vocational administrators, counselors, and teachers of agricultural, business, distributive, home economics, and trade and industrial education classified by selected personal and educational characteristics. Comparisons will be made between the attitudes of male and female vocational educators as well as among the attitudes of administrators, counselors, and teachers. Differences will be determined among attitudes of vocational educators of various age and formal education levels. In addition, the extent to which there are interaction effects among the sex, age, and educational level of vocational educators on sex-role attitudes will be ascertained. A principal component analysis will be conducted in which the components will be extracted by principal axis and a varimax orthogonal rotation performed. Coefficient alpha will be computed for scores on items contained in each component to provide a measure of reliability. One-way analyses of variance will be computed to ascertain whether significant differences exist among vocational educators in various positions on scores on any of the components extracted. Three-way analyses of variance will be computed to ascertain whether main or interaction effects exist among the sex, age, and educational level of vocational educators on scores on any of the components.

DISSERTATIONS IN PROGRESS

Appearing for the first time in this issue, resumes in this section announce current doctoral research relating to vocational and technical education, career education, adult education, and the practical arts.

These resumes are intended to provide vocational education graduate students and teacher educators with an opportunity to share current research activities, and to identify common research areas among institutions.

All resumes submitted in response to the first request for dissertations in progress are included here, arranged alphabetically by institution according to the ERIC *Source Directory* of corporate authors (e.g., University of Cincinnati is alphabetized as Cincinnati University) and alphabetically by title within institution.

DIS-1

Comparative Study of Vocational-Technical Education Administrative Systems in the Federal Republic of Nigeria and the United States of America.

Researcher: Ikechukwu, Okechukwu Cosmas
Institution: University of Cincinnati
Address: Cincinnati, OH 45221 513/751-2731
Department: Curriculum, Instruction, and Vocational Education
Adviser: W. A. Stanton, Professor of Education, College of Education and Home Economics
Estimated Completion Date: June 1979

Administrative and organizational systems of vocational-technical education in the Federal Republic of Nigeria and the United States will be compared and guidelines for improving vocational-technical education in Nigeria will be suggested. A literature review, a survey of major acts of Congress, and an analysis of commission reports on vocational-technical education in the two countries will be conducted. A fourteen-item questionnaire will be distributed to administrators of thirty-five selected senior high schools, three joint vocational school districts, and four technical colleges in Ohio, Kentucky, and Indiana. Twenty-five principals of trade centers, vocational-technical colleges, and five institutes of technology and polytechnics in Nigeria will receive questionnaires. Major study questions are (1) How many vocational teachers are in the school, and what are their minimum qualifications and years of experience? (2) How does the curriculum satisfy the needs of the students and community, and what changes can be made? (3) What are the roles of the U.S. Office of Education and state boards and of the federal and state ministries of education in Nigeria in terms of finance and control? and (4) What are the major weaknesses of the existing administrative system?

DIS-2

Comparison of Image Perceptions of Business Education by a Cross-Section of Administrators, Faculty, and Students at Postsecondary Institutions within the Southwestern Ohio, Northern Kentucky, and Southeastern Indiana Area.

Researcher: Hart, William S.
Institution: University of Cincinnati
Address: College of Education and Home Economics
Cincinnati, OH 45221 513/475-6005
Department: Vocational Education
Adviser: William A. Stanton, Professor of Education, College of Education and Home Economics
Estimated Completion Date: December 1979

To test the hypothesis that no significant difference exists among administrators, nonbusiness education faculty, and nonbusiness education students at postsecondary institutions, these groups will be surveyed and a comparison will be made of their attitudes toward business education.

DIS-3

Perceptions of Selected Employers of the Acceptability and Accessibility of Entry-Level Employees Who Graduated from High School Vocational Education Programs in Southwest Ohio.

Researcher: Crowder, Barbara Nell

Institution: University of Cincinnati
Address: Cincinnati, OH 45221 513/475-4671
Department: Vocational Education
Adviser: William A. Stanton, Professor of Education, College of Education and Home Economics
Estimated Completion Date: June 1980

Approximately 100 employers will be surveyed to obtain their perceptions of the acceptability and accessibility of entry-level employees who were graduated from high school vocational education programs. The questionnaire used by the Ohio Legislative Service Commission in 1977 to conduct personal interviews of employers as part of a state-wide study of vocational education will be modified to facilitate the mail survey and to reference the vocational education planning districts which will identify employers of graduates.

DIS-4

Community College Supervisory Training for Business and Industry.

Researcher: Boisselle, Arthur H.
Institution: Colorado State University
Address: Fort Collins, CO 80523 303/491-7512
Department: Vocational Education
Adviser: Ivan E. Valentine, College of Professional Studies, Faculty of Vocational Education Administration and Supervision
Estimated Completion Date: August 1979

To determine the level of activity in and need for training of first level supervisors and to establish the types of program dynamics necessary to enable the community college to deliver existing training capability within the community, manufacturers and support businesses will be surveyed concerning training activity, sources of supervisory personnel, reasons for lack of training activity, training subject content and times, and interest in types of community college training capabilities. Descriptive statistics will be used to reflect the activity level of and need for various categories of supervisory training. Analysis of variance will be used to determine whether there is a significant difference in the responses depending on whether a company training program exists and whether the company is a manufacturer or a support business.

DIS-5

Credentialing Technical Teachers in Colorado.

Researcher: Goff, David A.
Institution: Colorado State University
Address: Fort Collins, CO 80523 303/482-9865
Department: Vocational Education
Adviser: Milton E. Larson, College of Professional Studies, Department of Vocational Education
Estimated Completion Date: December 1979

Opinions of Colorado technical teachers and advisory committee chairmen of technical programs who are from industry will form the basis of determining whether significant differences exist among the teachers and chairmen regarding the minimum number of years of work experience and preschool teacher education that should be required for a technical education teaching certificate in the state.

DIS-6

Inservice Education for Part-Time, Postsecondary Instructors.

Researcher: Burger, Robert A.
Institution: Colorado State University
Address: Fort Collins, CO 80523 303/491-5758
Department: Vocational Education
Adviser: Ivan E. Valentine, College of Professional Studies, Faculty of Vocational Education Administration and Supervision
Estimated Completion Date: August 1979

A system will be designed to identify instructional elements, personal characteristics, and professional education needs of part-time, postsecondary instructors which will be included as part of a model for implementing a state-wide inservice program for the instructors. A sample will be selected from the two populations of part-time, postsecondary teacher education. It is hypothesized that there will be no significant difference in the responses of the two populations regarding how the needs of instructors to learn teaching skills currently are being met and how they rate the existing local inservice training program in relation to satisfying the instructors' teaching needs. Data will be analyzed using the chi-square technique; frequency counts and corresponding histograms will be used.

DIS-7

Inservice Needs Assessment for Utah Trade and Industrial Teachers.

Researcher: Hill, Garth A.
Institution: Colorado State University
Address: Fort Collins, CO 80523 303/491-6316
Department: Vocational Education
Adviser: Harold R. Wallace
Estimated Completion Date: August 1979

Inservice educational needs of trade and industrial teachers in Utah will be identified by examining the opinions of instructors and administrators regarding the importance of selected competencies and the need for inservice training within each competency in the areas of professional development, program administration, curriculum and instruction, evaluation techniques, counseling and guidance techniques, and public relations techniques. A questionnaire containing forty-five competency statements classified into the six areas above will be mailed to 100 secondary and postsecondary trade and industrial instructors representing seven of the more traditional instructional areas and to fifty-one vocational administrators responsible for supervising trade and industrial programs at the secondary and postsecondary levels. Instructors will be asked to evaluate the importance of each competency and their need for inservice training in that competency. Administrators will be asked to evaluate the importance of each competency and the inservice needs of their teachers. Data analysis will include ranking competencies by importance and need for inservice training as perceived by all respondents, evaluating the competencies within each of the six areas, evaluating the mean value and the mean variation difference for each competency, and making a rank comparison of the competencies as perceived by administrators and instructors.

DIS-8

Job Descriptions and Responsibility Relationships of Local Directors of Vocational Education in Colorado Community Colleges and Designated Area Vocational Schools.

Researcher: Hall, James C.

Institution: Colorado State University
Address: Fort Collins, CO 80523 303/867-3589
Department: Vocational Education
Adviser: Milton E. Larson, College of Professional Studies, Department of Vocational Education
Estimated Completion Date: December 1979

Job descriptions containing specific tasks for local directors of vocational education will be produced and responsibility relationships of the local directors for completion of these tasks will be defined. A modified four-round Delphi technique will be used to determine the tasks and responsibility relationships for task completion. Colorado community college presidents and deans or directors of occupational studies, BOCES-/council chairmen, and local directors of area vocational schools will be used as subpopulations and differences in perception among these groups will be studied.

DIS-9

Pedagogical Problems of Secondary Health Occupations Teachers—A Three State Study.

Researcher: Ebrite, Lou Jean
Institution: Colorado State University
Address: Fort Collins, CO 80523 303/491-6317
Department: Vocational Education
Adviser: Ivan E. Valentine, College of Professional Studies, Faculty of Vocational Education Administration and Supervision
Estimated Completion Date: August 1979

A questionnaire containing thirty-four items related to pedagogical tasks will be administered to 128 secondary health occupations teachers in Colorado, Oklahoma, and West Virginia to determine problems they are experiencing relative to their teaching responsibilities. The teachers will identify each task as either a severe problem, a problem, not a problem, or not applicable to their teaching situation and will rank five tasks of most concern to them. A frequency of response to each task will be obtained and a problem score will be calculated for each individual. An analysis of variance statistical routine will be used to determine if there is a significant difference in the mean problem score when the population is divided into the following categories: type of health occupation course taught, number of years of prior occupational experience, number of years of teaching experience, highest degree held, and type of teacher education program attended.

DIS-10

Perceptions of Instructors and Counselors Influencing Recruitment and Selection of Students for Technical Education in Colorado.

Researcher: Kutz, Richard E.
Institution: Colorado State University
Address: Department of Vocational Education
Fort Collins, CO 80523 303/491-6857
Department: Vocational Education, College of Professional Studies
Adviser: Milton E. Larson, College of Professional Studies, Department of Vocational Education
Estimated Completion Date: June 1980

This study will survey existing policies, procedures, and criteria as perceived by the instructors and counselors who may be expected to influence recruitment and selection of students for technical education; determine whether a perceptual contradiction or compatibility exists regarding the function of role, specialty, work experience, and formal education; and determine the nature of possible requirements for administrative, procedural, and curricular change. A questionnaire will be administered and appropriate statistical comparative procedures employed. Use of hypothesis testing for both t-test comparisons of scores on a Likert scale and chi-square comparisons of observations categorized on the basis of discrete responses to Likert queries will be explored.

DIS-11

Relationship between Professional Preparation of Colorado Postsecondary Technical, Trade, and Industrial Teachers and Adult Student-Teacher Classroom Interactions.

Researcher: Koehler, Charles R., Jr.
Institution: Colorado State University
Address: Department of Vocational Education
Fort Collins, CO 80523 303/491-6316
Department: Vocational Education
Adviser: Leland B. Luchsinger
Estimated Completion Date: May 1980

Following a survey of community college technical, trade, and industrial (TTI) teachers and adult community college TTI students, regression analysis will be used to determine whether any relationship exists between the degree of completion of recommended professional preparation for teaching by community college TTI teachers and the closeness of their perceptions of classroom interaction factor importance to the perceptions of their adult students.

DIS-12

Role Analysis of the North Dakota State Staff for Vocational Education.

Researcher: Boekes, Wayne C.
Institution: Colorado State University
Address: Fort Collins, CO 80523 303/491-7512
Department: Vocational Education
Adviser: Ivan E. Valentine, College of Professional Studies, Faculty of Vocational Education Administration and Supervision
Estimated Completion Date: December 1979

To identify the actual and expected roles of the North Dakota state staff for vocational education and the perceived differences in these roles, data will be collected from superintendents, local vocational directors, vocational teacher educators, vocational instructors, and state vocational staff members concerning their perceptions of the state staff role pertaining to the following ten broad categories: administration; revenue; planning; supervision and evaluation; communications; personnel; curriculum; student selection, placement, and follow-up; research; and teacher education. The data collection instrument will request dual responses to sixty-eight questions to indicate the extent state staff does and should take responsibility for vocational education. An analysis of variance procedure will be used to compare means of groups, by positions, to determine significant differences of responses. Information resulting from the study will assist in developing a plan to strengthen the communication process among those responsible for implementing vocational programs and support services at the state and local levels.

DIS-13

Role of the Division Director as Perceived by Administrators, Division Directors and Faculty in Selected Colorado Community Colleges.

Researcher: Dion, Esther T.
Institution: Colorado State University
Address: Fort Collins, CO 80523 303/491-1101
Department: Vocational Education
Adviser: Windol L. Wyatt
Estimated Completion Date: December 1979

This study will explore the differences in the perceptions of administrators, division directors, and faculty in viewing the role of division directors. A survey instrument will be developed to examine the desired and actual responsibilities assigned to division directors in the categories of fiscal affairs, personnel, curriculum, students, and facilities and equipment. The instrument will be administered to deans of instruction, division directors, and a sample of faculty in three state-supported community colleges. Study questions are the following. Does administration consider the division director's role to be administrative in its function and responsibilities? Do division directors view themselves as actual or quasi administrators?Do faculty view division directors as administrators or mainly as advocates for the faculty? Hypotheses will be written and the survey instrument developed to permit analysis of responses in each major category within and among the groups surveyed.

DIS-14

Study of the Professional Development Needs of Local Vocational Administrators in Colorado.

Researcher: Scheel, Donald R.
Institution: Colorado State University
Address: Fort Collins, CO 80523
Department: Vocational Education
Adviser: Ivan E. Valentine, College of Professional Studies, Faculty of Vocational Education Administration and Supervision
Estimated Completion Date: June 1979

A questionnaire will be sent to vocational administrators to determine (1) the level of need to become more effective in sixty-one areas, (2) which areas should be included in inservice programs, (3) what professional activities are needed, and (4) if there are significant differences among responses. A one-way analysis of variance will be used to test five null hypotheses concerning the significant differences in responses among categories of administrators within the following levels: administrative position, responsibility (number of vocational teachers under their administration), vocational administrative experience, vocational teacher experience, and education.

DIS-15

Study of Vertical Articulation between Secondary and Postsecondary Vocational Education Programs in North Dakota.

Researcher: Berg, Julian
Institution: Colorado State University
Address: Department of Vocational Education
Fort Collins, CO 80523
Department: Vocational Education
Adviser: Ivan E. Valentine, College of Professional Studies, Faculty of Vocational Education Administration and Supervision
Estimated Completion Date: December 1979

A research instrument will be used to determine the factors which secondary and postsecondary teachers and administrators perceive as encouraging or discouraging articulation as well as the differences in the perceptions held by secondary versus postsecondary personnel. The instrument will contain items relating to curriculum policies, political and legal structures, resources, communications, and attitudes. Data will be gathered from trade and technical programs, including automobile body repair, automobile mechanics, welding, drafting, electronics, graphic arts, machine shop and small engine repair, selected on the basis of the existence of the same or very similar programs at both the secondary and postsecondary levels. Data also will be gathered from all secondary vocational directors and postsecondary vocational administrators and eleven high school principals or superintendents in the state, and analysis of variance will be used to determine significant differences among their perceptions.

DIS-16

Comparative Study of Deterrents to the Implementation of Competency-Based Vocational Teacher Education (CBVTE).

Researcher: Carroll, Berlin Ralph
Institution: Florida State University
Address: 113 Stone Building
Tallahassee, FL 32306 904/644-6029
Department: Vocational Education
Adviser: Hollie B. Thomas
Estimated Completion Date: Fall 1979

Phase I of this study will consist of two rounds of the Delphi technique to identify potential barriers to implementing CBVTE and to establish a level of deterrence for each of the identified deterrents for comparative purposes. The deterrents will be cataloged by relative level of deterrence for reference by prime CBVTE movers. Phase II will consist of surveying a stratified sample of Florida's vocational educators to solicit information from which to measure agreement or disagreement between groups of respondents.

DIS-17

Entry into Nursing Practice: Employers' Perceptions.

Researcher: Walters, Norma J.
Institution: Florida State University
Address: 113 Stone Building
Tallahassee, FL 32306 904/644-6029
Department: Vocational Education
Adviser: Hollie B. Thomas
Estimated Completion Date: Fall 1979

Employers' perceptions will be determined concerning the performance of nursing graduates in entry-level positions, the competencies important for nursing, the current status of the categories of nursing education programs (LPN, ADN, DIP, and BD), and the need for change in these categories for preparing students for entry into nursing practice.

DIS-18

Leadership Behavior of Effective and Ineffective Local Directors of Vocational Education in Florida.

Researcher: Turner, Howard L.
Institution: Florida State University
Address: 113 Stone Building
Tallahassee, FL 32306 904/644-6029
Department: Vocational Education
Adviser: W. H. Hinely
Estimated Completion Date: Summer 1979

To determine whether a set of critical administrative behaviors exists that contributes to the peer-rated effectiveness of Florida's vocational directors, the following two hypotheses will be tested: Is there a significant relationship between the peer-rated effectiveness of directors and the directors' self-ratings of the frequency of performance of each item? Is there a significant relationship between the peer-rated effectiveness of directors and the directors' overall self-rating of the frequency of performance of each of these behavioral categories: concern for production, concern for employees, expectations of subordinates, visibility, concern for structure, closeness of supervision of employees, and degree of participation given employees.

DIS-19

Study of Expenditures by Public Community Colleges for Staff Development and Occupational Education under the Staff and Program Development Funding System of Florida.

Researcher: Hope, Elizabeth Ann
Institution: Florida State University
Address: 113 Stone Building
Tallahassee, FL 32306 904/644-6029
Department: Vocational Education
Adviser: Robert L. Lathrop
Estimated Completion Date: Summer 1979

An investigation will be made of the Staff and Program Development (SPD) expenditures in each of Florida's public community colleges over a four-year period (1973-77) to examine institutional influences affecting SPD expenditure patterns for individual community colleges and to examine patterns of SPD expenditures in the categories of advanced, professional, and occupational staff and program development over the four-year period.

DIS-20

Study of the Effect of Selected Factors on Employment of Vocational Graduates in Fields Not Related to Their Training.

Researcher: Ezeji, Samuel C. O. A.
Institution: Florida State University
Address: 113 Stone Building
Tallahassee, FL 32306 904/644-6029
Department: Vocational Education
Adviser: W. H. Hinely
Estimated Completion Date: Summer 1979

This study will identify the effect of selected personal, job market, and school conditions on the decisions of area vocational-technical center graduates to obtain entry-level employment in occupations that are not related to their training.

DIS-21

Survey of Perceptions of Selected Educators in the State of Florida, Regarding Changes Mandated in PL 94-142.

Researcher: Clark, Clayton J.
Institution: Florida State University
Address: 113W Stone Building
Tallahassee, FL 32306 904/644-6029
Department: Educational Leadership
Adviser: William D. Wargo
Estimated Completion Date: Summer 1979

Two groups will be involved in this descriptive survey of selected educators' perceptions of the changes mandated by the Education for All Handicapped Children Act of 1976 (Public Law 94-142). The first group will include educators who attended summer workshops coordinated by the industrial education program at Florida State University for preparing teachers to work with handicapped students. The second group will consist of a random sample of pre-vocational and vocational instructors throughout Florida.

DIS-22

Application of Herzberg's Two-Factor Theory of Job Attitudes to Selected Area Vocational-Technical School (AVTS) Administrative Roles.

Researcher: Vinson, James R.
Institution: University of Georgia
Address: 628 Aderhold Hall
Athens, GA 30602 404/542-3891
Adviser: George L. O'Kelley, Jr.

Using the Herzberg motivation-hygiene theory, identification will be made of the satisfiers and dissatisfiers of two academic officers designated by the state personnel office in Tennessee. The relationship between selected variables related to the AVTS officers and the identified satisfiers and dissatisfiers will be tested. Commonalities and differences in the job satisfactions and dissatisfactions of these two types of administrative officers will be identified as well as the specific job tasks within each role that are associated with satisfaction and dissatisfaction. Statistical analysis for testing eight hypotheses will be made using the formula for finding the critical ratio of the differences between correlated percents and the chi-square test.

DIS-23

Comparison of the Perceptions of Instructors with Those of Supervisors in Postsecondary Trade and Industrial Education in Georgia as to the Role of the Coordinator of Instruction.

Researcher: Seymour, James W.
Institution: University of Georgia
Address: 628 Aderhold Hall
Athens, GA 30602 404/542-3891
Department: Vocational Education
Adviser: George L. O'Kelley, Jr.

Approximately 900 full-time trade and industrial instructors and approximately 100 instructional coordinators in state and local area vocational-technical schools will serve as the population for this investigation of the extent to which a relationship exists between the perceptions of instructors and those of supervisors regarding the process of instructional supervision. Study questions are (1) How do postsecondary trade and industrial instructors perceive the process of instructional supervision? (2) What aspects of instructional supervision are perceived as most important by the instructors and by the supervisors? (3) Will the perceptions of these processes by supervisors and instructors be significantly different when variations in age, teaching experience, school size, and occupational experience are considered? Analysis of variance will be used with computer programs to test the hypotheses.

DIS-24

Effects of an Experience-Based Career Education (EBCE) Program on Selected Process and Outcome Variables among Recent High School Graduates.

Researcher: Fritchley, Ronald L.
Institution: University of Georgia
Address: 628 Aderhold Hall
Athens, GA 30602 404/542-3891
Department: Vocational Education
Adviser: George L. O'Kelley, Jr.

Effects of an EBCE program will be ascertained by comparing selected process and outcome variables among recent high school graduates as measured by the Career Development Survey. An ex post facto survey will be used to determine if EBCE program graduates perceive the effectiveness of educational experiences as preparation for career development differently and if they exhibit different levels of career and life skills development than do their peers who were graduated from a traditional high school program. A multiple univariate analysis will be used to determine if a difference exists between the experimental and control groups for eight dependent variables measured by Likert scale items. The frequency of open-ended items will be tallied and common elements will be abstracted using inductive categorization. A one-way analysis of variance will be used where applicable.

DIS-25

Effects of Selected Demographic Variables on Ginzberg's Theory of Occupational Choice at the Tentative Period.

Researcher: Dalton, Donald Harold
Institution: University of Georgia
Address: 628 Aderhold Hall
Athens, GA 30602 404/542-3891
Department: Vocational Education
Adviser: George L. O'Kelley, Jr.
Estimated Completion Date: August 1979

An investigation will be conducted of four hypotheses derived from Ginzberg, Ginsburg, Axelrad, and Herma's developmental theory of occupational choice. The four hypotheses concern vocational development during the tentative period and are related to the following issues: (1) the pattern of sequential development of occupational choice, (2) the consistency of occupational choice, (3) the role of significant others in occupational choice, and (4) the role of reality components in occupational choice. Two questionnaires will be used and analysis of variance will be applied to the data.

DIS-26

Evaluation of Enabling Teaching Competencies and Comparison of Selected Performance Roles of Trade and Industrial Education Teachers as Perceived by Selected Vocational Personnel.

Researcher: Crosby, Jack R.
Institution: University of Georgia
Address: 628 Aderhold Hall
Athens, GA 30602 404/542-3891
Department: Vocational Education
Adviser: George L. O'Kelley, Jr.

A descriptive evaluation of the enabling teaching competencies of trade and technical teachers as these competencies are perceived by vocational administrators, vocational supervisors, postsecondary trade and technical teachers, and secondary trade and technical teachers will be made. The major questions of the study are (1) Are there significant differences in the performance roles of trade and technical teachers as these roles are perceived by vocational administrators, vocational supervisors, postsecondary trade and technical teachers, and secondary trade and technical teachers? and (2) Do vocational administrators, vocational supervisors, postsecondary trade and technical teachers, and secondary trade and technical teachers place the same value on the performance roles of trade and technical teachers in their perception of these roles? A two-factor, repeated measures analysis of variance design (Type I Lindquist) will be employed with groups as independent and roles as repeated measures and with respondents nested in groups and crossed (repeated) with role.

DIS-27

Importance and Consensus of Competencies Needed by Teachers of Vocational Agriculture as Perceived by Teachers and Prospective Teachers.

Researcher: Weaver, Thomas C.
Institution: University of Georgia
Address: 630 Aderhold Hall
Athens, GA 30602 404/542-1204
Department: Vocational Education
Adviser: George L. O'Kelley, Jr.
Estimated Completion Date: August 1979

A split-plot factorial analysis of variance will be used to investigate student and teacher perceptions of the level at which essential competencies should be acquired by vocational agricultural teachers and the relative importance of the competencies in terms of successful teaching performance. Competencies to be identified are those which should be acquired prior to employment, while teaching, or during either or both the pre-employment or employment period. Dependent variables are the importance as determined by mean rating and the consensus as determined by standard deviation. Comparisons will be made of responses to draw implications for teacher education programs.

DIS-28

Investigation of Relationships between Students' Self-Concepts and Attitudinal Maturity Levels.

Researcher: Brumlow, Sharon
Institution: University of Georgia

Address: 628 Aderhold Hall
Athens, GA 30602 404/542-3891
Department: Vocational Education
Adviser: George L. O'Kelley, Jr.
Estimated Completion Date: September 1979

Students' self-concepts will be determined by their responses to items on the Tennessee Self-Concept Scale and reported as both composite and component scores. Attitudinal maturity level will be assessed by student responses to the attitude scale component of the Career Maturity Inventory. All results will be reported in tables with narrative discussion of any correlations of particularly high significance or which indicate relationships incongruent with the composite relationship. Data analysis will include the use of the SPSS computer program. Analysis of variance procedures will be applied and multivariate analysis of variance using the MUDAID program will be performed with moderator variables.

DIS-29

Perceptions of Various Groups on the Importance and Frequency of Performance of Selected Pedagogical Competencies of Vocational Agriculture Teachers in Georgia.

Researcher: Clarke, Dennis Andrew
Institution: University of Georgia
Address: 628 Aderhold Hall
Athens, GA 30602 404/542-3891
Department: Vocational Education
Adviser: George L. O'Kelley, Jr.
Estimated Completion Date: August 1979

This study will verify a selected list of pedagogical competencies of vocational agriculture teachers; determine the perceptions of vocational agriculture teachers, teacher educators, vocational agriculture supervisors, school principals, and high school vocational supervisors on the importance of the selected pedagogical competencies; and determine the frequency of performance of the selected pedagogical competencies as reported by vocational agriculture teachers, school principals, and high school vocational supervisors. Several hypotheses will be tested: (1) Significant differences exist in the perceptions (mean scores) of vocational agriculture teachers, school principals, and high school vocational supervisors on the perceived importance of selected pedagogical competencies of vocational agriculture teachers. (2) Significant differences exist in the ratings (combined score means) on several categories of perceived importance of pedagogical competencies when responses of all groups are combined. (3) Teachers, principals, and supervisors will not agree on the rank order or perceived degree of importance of the categories of pedagogical competencies. (4) Significant differences exist in the perceptions (mean scores) of teachers, principals, and supervisors on the reported frequency of performance of selected pedagogical competencies by vocational agriculture teachers. (5) Significant differences exist in the ratings (combined score means) on several categories of frequency of performance when responses of all groups are combined. (6) Teachers, principals, and supervisors will not agree on the rank order of the reported frequency of performance of the categories of pedagogical competencies. (7) A reliable positive correlation exists between the reported degree of importance and frequency of performance of selected pedagogical competencies of vocational agriculture teachers for vocational agriculture teachers, school principals, high school vocational supervisors, and combined groups (teachers, supervisors, and principals). Data analysis will include the use of the Lindquist Type I repeated-measures analysis of variance, Tukey's Honestly Significant Difference Test, Kendall's Coefficient of Concordance, and Pearson's product-moment correlation.

DIS-30

Proportionate Participation of Disadvantaged Students in Activities of the Future Farmers of America (FFA) as Related to Selected Elements of the School Enrollment.

Researcher: McGee, Charles
Institution: University of Georgia
Address: 628 Aderhold Hall
Athens, GA 30602 404/542-3891
Department: Vocational Education
Adviser: George L. O'Kelley, Jr.
Estimated Completion Date: March 1980

FFA chapter characteristics and traits of instructors related to varying degrees of success in obtaining the participation of disadvantaged students in FFA activities will be identified as well as combinations of instructor traits and FFA chapter characteristics that are related to higher or lower degrees of participation by disadvantaged students in FFA activities. Students enrolled in production agriculture classes in Georgia high schools will be mailed a questionnaire and data will be analyzed using the chi-square test.

DIS-31

Perceptions of Cooperative Vocational Education Teacher/Coordinators Concerning the Teaching of Occupational Survival Skills.

Researcher: Chiti, Robert Ativo
Institution: University of Illinois
Address: 345 Education Building
Vocational-Technical Education Department
Urbana, IL 61801 217/333-0807
Department: Vocational-Technical Education
Adviser: J. Marlowe Slater, Department of Vocational-Technical Education
Estimated Completion Date: December 1979

A survey instrument will be mailed to all teacher/coordinators of cooperative vocational education programs in Illinois public secondary schools to investigate their responses concerning who should teach occupational survival skills (employers/training sponsors, school personnel other than vocational education teachers, or teacher/coordinators of cooperative vocational education programs) and where these skills should be taught (on-the-job training sites, in regular academic classes, or in the related instruction phase of cooperative vocational education). In addition, why teacher/coordinators respond as they do concerning the teaching of these skills and the relationship between teacher/coordinators' recommendations and their educational and work experiences will be determined. Raw scores, standard scores, frequency distributions and chi-square analysis will be used for comparing responses within and across specific cooperative education programs.

DIS-32

Attitudes of Selected Secondary Students toward Family Planning Education.

Researcher: Mercier, Joyce M.

Institution: Iowa State University
Address: Ames, IA 50011 515/294-6444
Department: Home Economics Education
Adviser: Ruth P. Hughes, Professor and Head, Home Economics Education
Estimated Completion Date: September 1979

An attitude instrument developed from two bases—a theoretical base from the literature and a practical base from responses of students to a series of open-ended questions—will be validated for content and keyed responses, and a pilot test will be conducted. The instrument will be administered to a purposive sample of 785 secondary students in eight schools in largely urban areas. The study will determine whether the dimensions which have been identified from literature and theory can be confirmed empirically; examine possible relationships of attitudes and selected variables of sex, age, marital status, size of family, size of community, occupation, and religion; and provide data for integrating family planning education into home economics curricula. Data analysis will assess the quality of the instrument and examine relationships. A second administration of the instrument will be made to assess responses of participants in a cooperative extension family planning project. Those data will be used to determine if there are differences between the two groups.

DIS-33

Consumer Education Knowledge, Attitude, and Behavior of Students as an Index of Effectiveness of Iowa Secondary Vocational Home Economics Programs.

Researcher: Crawford, Glinda C.
Institution: Iowa State University
Address: Ames, IA 50011 515/294-6444
Department: Home Economics Education
Adviser: Ruth P. Hughes, Professor and Head, Home Economics Education
Estimated Completion Date: May 1980

A consumer education inventory will be used to assess the effect of enrollment in secondary consumer and homemaking programs upon the consumer education knowledge, attitude, and intent. A stratified random sample of Iowa school districts with vocational home economics programs will be selected and inventory packets will be mailed to one teacher from each of the participating programs. The teachers will be requested to use a random selection procedure to select one senior homemaking student who has had at least three semesters of homemaking and one senior non-homemaking student who has not had homemaking and who approximately matches the homemaking student on grade point average, socioeconomic background, and sex. The data will be analyzed by item and content area to determine homemaking student knowledge, attitude, and intent in consumer education. Analysis of variance will be used to determine the significance of differences between homemaking and non-homemaking students. Correlations will be computed to determine the relationship between selected background variables and student knowledge, attitude, and intent.

DIS-34

Follow-Up Evaluation of Parenthood Education Components of Vocational Home Economics Programs in Iowa.

Researcher: McClelland, Jerry
Institution: Iowa State University
Address: Ames, IA 50011 515/294-6444
Department: Home Economics Education
Adviser: Ruth P. Hughes, Professor and Head, Home Economics Education
Estimated Completion Date: February 1980

To assess the effectiveness of parenthood education in vocational home economics programs in Iowa, the researcher will identify, adapt, or construct instruments to assess selected parenting attitudes and behaviors; assess the instruments' effectiveness; and develop a procedure for judging the effectiveness of parenthood education programs. An interview to determine knowledge of selected principles of child care and an observation device for recording behaviors of the parent toward the child will be developed. The Iowa Parent Behavior Inventory will be used as a self-report of parenting behaviors. Preliminary trials will be conducted with mothers of the pre-school children and procedures and devices will be pilot tested by three home economics teachers. The purposive sample for the study will be fifteen female former students of parent education or child development classes from five schools who are parents of children twelve to twenty-four months old and have been out of school three years. These subjects will be matched with a control group of non-class members from the same schools. Data analysis will include determination of the quality of the devices from the pilot study. Before data collection, teacher interviewers will be trained and interrater reliability determined. Following data collection, analysis will include both descriptive and inferential statistics.

DIS-35

Descriptive Survey of the Organizational Structure of Education-/Work Collaboratives in Massachusetts with Particular Attention to the Decision-Making Process.

Researcher: Hopkins, Catherine P.
Institution: University of Massachusetts
Address: School of Education
Amherst, MA 01002 413/545-1536
Department: Division of Occupational Education
Adviser: Kenneth Ertel, School of Education, Division of Occupational Education
Estimated Completion Date: January 1980

To determine the status of collaboratives in Massachusetts, with particular attention to decision-making processes, a status survey will be conducted with governing board members representing business, industry, government, education, and labor; structured interviews will be conducted with identified decision makers in education/work collaboratives in Massachusetts. Survey variables will include membership types, funding sources, organizational structures, and goals and purposes. Variables for decision making will involve consensus and dissensus processes, communication of decisions to significant others, and implementation of decisions.

DIS-36

Attitudes of Business/Office Education Teachers toward Mainstreaming and toward Handicapped Persons.

Researcher: Adams, Marguerite Walton
Institution: University of Michigan
Address: Ann Arbor, MI 48104 313/764-8423

Department: Occupational Education
Adviser: Gordon McMahon
Estimated Completion Date: August 1979

Business and office education teachers from four school districts in Michigan will be surveyed to collect data on their attitudes toward handicapped youths and toward mainstreaming handicapped students into regular classrooms. Factors related to the teachers' attitude scores will be identified. Analysis of variances and correlation coefficients will be used to analyze the data and determine if there is a correlation between the teacher's attitude toward handicapped persons and the teacher's attitude toward mainstreaming.

DIS-37

Perceptions of Teachers toward Culturally Different Students.

Researcher: Alhamisi, Ahmed Akinwole
Institution: University of Michigan
Address: Graduate Programs in Occupational Education
East and South University Avenues
School of Education
Ann Arbor, MI 48109 813/764-8423
Department: Occupational Education
Adviser: Ella M. Bowen, School of Education
Estimated Completion Date: June 1980

This study will identify, measure, and analyze the perceptions of teachers toward students from different cultural backgrounds using quantitative description and educational or descriptive survey. Data will be obtained by administering a researcher-developed instrument to a random sample of 150 secondary teachers. Major hypotheses are: (1) There will be no significant differences between the teachers' cultural background and their perceptions of American African students; (1a) There will be no significant differences between the teachers' cultural background and their perceptions of Native American students, (1b) There will be no significant differences between the teachers' cultural background and their perceptions of American European students, (2) There will be no significant differences between the perceptions of vocational and nonvocational teachers of American African students, (2a) There will be no significant differences between the perceptions of vocational and nonvocational teachers of Native American students and (2b) There will be no significant differences between the perceptions of vocational and nonvocational teachers of American European students.

DIS-38

Attitudes of Vocational Education Personnel toward the Occupational Roles of Females.

Researcher: Cunningham, Daisy
Institution: University of Missouri-Columbia
Address: College of Education
109 Hill Hall
Columbia, MO 65211 314/882-8311
Department: Practical Arts and Vocational-Technical Education
Adviser: W. R. Miller, Professor of Education
Estimated Completion Date: Fall 1979

A questionnaire and a sex-role attitude scale will be mailed to a stratified random sample of Missouri secondary school vocational administrators, counselors, and teachers of agricultural, business, distributive, home economics, and trade and industrial education classified by selected personal and educational characteristics. Comparisons will be made between the attitudes of male and female vocational educators as well as among the attitudes of administrators, counselors, and teachers. Differences will be determined among attitudes of vocational educators of various age and formal education levels. In addition, the extent to which there are interaction effects among the sex, age, and educational level of vocational educators on sex-role attitudes will be ascertained. A principal component analysis will be conducted in which the components will be extracted by principal axis and a varimax orthogonal rotation performed. Coefficient alpha will be computed for scores on items contained in each component to provide a measure of reliability. One-way analyses of variance will be computed to ascertain whether significant differences exist among vocational educators in various positions on scores on any of the components extracted. Three-way analyses of variance will be computed to ascertain whether main or interaction effects exist among the sex, age, and educational level of vocational educators on scores on any of the components.

DIS-39

Effect of Consumer Education on the Consumer Knowledge of Senior Citizens in Rural Oklahoma.

Researcher: Braun, Bonnie
Institution: University of Missouri-Columbia
Address: College of Education
109 Hill Hall
Columbia, MO 65211 314/882-8311
Department: Practical Arts and Vocational-Technical Education
Adviser: W. R. Miller, Professor of Education
Estimated Completion Date: Fall 1979

The Consumer Economic Content Area Measure (CECAM) will be used to assess the level of consumer competence of adult women fifty-five years of age and older participating in either extension homemaker or senior center programs in the central district of Oklahoma. The study will determine the level of five skills (identifying facts and terms, reading, writing, computing, and problem solving) possessed by program participants; the extent to which program participants differ on five selected consumer economic measures; and the extent to which demographic factors of age, educational level, marital status, and place of residence affect five consumer economic measures. Cluster sampling of the ninety-one extension homemaker and fifteen senior center groups in rural and metropolitan locations in the central district will be used for data collection. A multivariate analysis of variance followed by univariate analysis will be used to test the significance of the dependent variables.

DIS-40

Effect of Self-Concept and Self-Esteem on Sex-Role Attitudes of Home Economics Teachers in Missouri.

Researcher: Morgan, Mary Y.
Institution: University of Missouri-Columbia
Address: College of Education
109 Hill Hall
Columbia, MO 65211 314/882-8311
Department: Practical Arts and Vocational-Technical Education
Adviser: Bob R. Stewart; Betty B. Martin, Department of Practical Arts and Vocational-Technical Education
Estimated Completion Date: May 1980

The effect of self-concept, self-esteem, and selected demographic variables (education preparation, age, and teaching experience) on the sex-role attitudes of Missouri secondary home economics teachers will be investigated to determine the extent to which self-concept and self-esteem influence sex-role attitudes and what selected variables or combination of selected variables most relates to sex-role attitudes. Instruments to be used will include a sex-role attitude scale, Bem's sex-role inventory, a self-esteem scale, and a personal data form. Data analysis will employ the maximum R-square step-wise multiple regression.

DIS-41

Effects of Microform and Audio-Tape in Presenting Occupational Information to Ninth Grade Students.

Researcher: Duree, James F.
Institution: University of Missouri-Columbia
Address: College of Education
109 Hill Hall
Columbia, MO 65211 314/882-8311
Department: Practical Arts and Vocational-Technical Education
Adviser: Bob R. Stewart, Professor of Agricultural Education; W. R. Miller, Professor of Education
Estimated Completion Date: August 1979

Effects of microform and audio-tape in presenting occupational information to ninth grade students with differing levels of reading ability will be compared with regard to informational achievement, learning time, and student preference. The extent to which the type of presentation and reading ability interact to affect the informational achievement and learning time of students and whether a relationship exists between reading ability and preference of students for either microform or audio-tape will be determined. To insure a ninth grade reading level, the Flesch Reading Ease Formula will be applied to three randomly selected occupational briefs from the occupational clusters of marketing and distribution and business and office. Fifty-two ninth grade students will attend experimental learning sessions to complete both clusters and accompanying tests using both microfiche readers and audio-tape cassette recorders. The research design will be a 2x2 randomized factorial type with replication of treatment.

DIS-42

Effects of Temperature and Clothing upon Task Completion Time, Work Quality, and Student Attitude toward Learning.

Researcher: Burke, Stanley R.
Institution: University of Missouri-Columbia
Address: College of Education
109 Hill Hall Columbia, MO 65211 314/882-8311
Department: Practical Arts and Vocational-Technical Education
Adviser: Bob R. Stewart, Professor of Agricultural Education
Estimated Completion Date: December 1979

Data will be provided on the effects of temperature on students' motor skill performance, as measured by task completion time and work quality, and on effective variation as measured by change in attitude toward learning. The minimum temperature or temperature range at which maximum student manipulative performance can be realized without affecting attitude toward learning will be determined, and how wearing protective shop clothing affects a student's motor skill performance and attitude in different environmental temperatures will be investigated. The study will be conducted as a posttest-only control group experiment using a 3x6 factorial design on each of the three dependent variables. Students in six of twenty-three schools in the Blue Ridge, Virginia supervisory area will be randomly assigned to one control group or any of two experimental groups. The entire class will be taught the motor skill task by a self-instructional package distributed by the classroom instructor on the day prior to the experiment. Using eleven control factors, the dependent variables will be measured for the control group on one day and for the experimental groups on another. A one-way analysis of variance procedure will be used at the .05 alpha level.

DIS-43

Evaluation of Two Types of Training Programs Developed under Provisions of the Comprehensive Employment and Training Act (CETA).

Researcher: West, Lynda
Institution: University of Missouri-Columbia
Address: College of Education
109 Hill Hall
Columbia, MO 65211 314/882-8311
Department: Practical Arts and Vocational-Technical Education
Adviser: W. R. Miller, Professor of Education
Estimated Completion Date: Fall 1979

The effectiveness of two CETA programs, on-the-job training and skill training, in serving clients with different characteristics including sex, race, and level of education will be determined as measured by client post-program income, employability, and job satisfaction. A follow-up survey will be used to collect data from a random sample of Title I clients who completed CETA training in the second and fourth quarters of 1978 in the balance-of-state Missouri prime sponsor area. Basic information collected while the client was in the program and contained in the prime sponsor information system will be used as another data source. Interaction between the type of training and the different characteristics and among all factors will be tested by multivariate analysis of variance.

DIS-44

Industrial Manpower Needs in Iraq with Implications for Industrial Education.

Researcher: Sabie, Ahmed
Institution: University of Missouri-Columbia
Address: College of Education
109 Hill Hall
Columbia, MO 65211 314/882-8311
Department: Practical Arts and Vocational-Technical Education
Adviser: W. R. Miller, Professor of Education
Estimated Completion Date: Fall 1979

Limited to a description of the publicly supported program of industrial education in Iraq and the current and projected need for skilled industrial manpower, this study will focus on organized programs and activities of the administration of the Ministry of Education and the Directorate of Vocational Education which take place in elementary, intermediate, and secondary schools. The study will assess the need for industrial manpower in Iraq, identify and assess the extent of industrial education programs in Iraq, ascertain the extent to which the industrial education program can be expected to meet the present and projected manpower needs of the country, and describe the main features of the political, economic, and industrial systems which influence the need for and supply of manpower as well as educational programs designed to meet these needs. Analysis will be made of data gathered through a review of documentary sources; a study of textbooks, programs, catalogues, studies, surveys, and reports available in the field of industrial education in Iraq; and correspondence to obtain isolated facts from teachers, supervisors,administrators and other agencies involved in industrial education in Iraq.

DIS-45

Influence of Cognitive Learning Style on the Achievement of Industrial Arts and Business Education Students.

Researcher: Poirier, Don
Institution: University of Missouri-Columbia
Address: College of Education
109 Hill Hall
Columbia, MO 65211 314/882-8311
Department: Practical Arts and Vocational-Technical Education
Adviser: W. R. Miller, Professor of Education
Estimated Completion Date: Summer 1980

Factors will be identified relating to the achievement of college-level students in industrial arts and business education who have a dominant field dependent or field independent learning style. It is hypothesized that the achieve ment of individuals identified as having a field independent learning style will be highly correlated with traditional measures of academic achievement such as ACT scores and high school rank. Conversely, the achievement of individuals with a field dependent learning style will be correlated highly with achievement in laboratory courses of their major field but will have relatively lower correlations with traditional predictors of academic success. Learning style will be classified by student performance levels on the Group Embedded Figures Test.

DIS-46

Influence of Selected Vocational Guidance Procedures on the Occupational Aspirations of Female Community College Students.

Researcher: Davis, Richard
Institution: University of Missouri-Columbia
Address: College of Education
109 Hill Hall
Columbia, MO 65211 314/882-8311
Department: Practical Arts and Vocational-Technical Education
Adviser: W. R. Miller, Professor of Education
Estimated Completion Date: Fall 1979

Comparison will be made of the relative influences of three group vocational guidance techniques: presenting a sound filmstrip and holding group discussion; conducting group vocational guidance only; and presenting the filmstrip, holding group discussion, and conducting group vocational guidance. The control group will not view the filmstrip, hold group discussion, or receive group vocational guidance. The study will examine the extent to which the group vocational guidance techniques, singly or in combination, make a difference on the outcome variables of certainty of vocational choices, breadth of vocational interest, and appropriateness of vocational choices and the extent that any of the main or interaction effects observed change once the effects of covariates (including age, major, years of work experience) are taken into account, and which of these covariates seems to make the greatest difference. Premeasures which will be given to freshmen female students at Kansas City, Kansas Community College are the personal data sheet, vocational opinion instrument, SDS, and work experience questionnaire. Postmeasures will be the community college career card sort, vocational opinion instrument, and future possibilities inventory. Analysis of covariance and crosstabulation analysis will be made.

DIS-47

Leadership Style of Advisors and FFA Chapter Effectiveness.

Researcher: Swanson, John
Institution: University of Missouri-Columbia
Address: College of Education
109 Hill Hall
Columbia, MO 65211 314/882-8311
Department: Practical Arts and Vocational-Technical Education
Adviser: Bob R. Stewart, Professor of Agricultural Education
Estimated Completion Date: August 1979

The Leader Behavior Description Questionnaire (Halpin, 1966) will be mailed to thirty-six Future Farmers of America (FFA) chapters to measure the leadership style components of consideration and initiating structure. The study will determine if differences exist between the leadership styles of FFA chapter advisors in those chapters ranked high in effectiveness and the leadership styles of advisors in those chapters ranked lower in effectiveness. Major questions of the study are (1) Are there differences in the consideration and initiating structure components of the leadership styles of the two groups of advisors? (2) Within the two groups, are there differences in the consideration and initiating structure components of advisors with different levels of teaching experience? (3) Does a relationship exist between the two components, and (4) Are there differences in this relationship between the two groups of advisors? An instrument, patterned after criteria used by the National FFA Office and the Virginia State Department of Education, will be used to assign point values to FFA chapter activities as reported for the 1977-78 school year. Means will be calculated for the scores of consideration and initiating structure and correlations will be computed and tested to determine if a significant difference exists.

DIS-48

Missouri AVTS Directors Leader Behavior Expectations from Their Superintendents, Vocational Teachers and the Directors Themselves.

Researcher: Naka[illegible]ingh, Sam
Institution: University of Missouri-Columbia
Address: College of Education
109 Hill Hall
Columbia, MC 65211 314/882-8311
Department: Practical Arts and Vocational-Technical Education
Adviser: Bob R. Stewart, Professor of Agricultural Education
Estimated Completion Date: August 1979

Area vocational-technical schools (AVTS) directors' descriptions of how they think ideal directors of AVTS should behave as leaders, and superintendents' and vocational teachers' perceptions of how ideal AVTS directors should behave will be secured through the Leader Behavior Description Questionnaire (LBDQ) to determine significant differences in leader behavior expectations of the AVTS directors among the three groups. Demographic variables of chronological age, sex, levels of formal education, and years of industrial and teaching experience will be studied to assess their significance in determining differences in leader expectations among various subgroups of vocational teachers; these expectations will be compared and contrasted. In addition to the LBDQ, ex post facto methodology will be used.

DIS-49

Perception of the Importance of Coordination Tasks in Distributive Education.

Researcher: Ayres, Richard C.
Institution: University of Missouri-Columbia

Address: College of Education
109 Hill Hall
Columbia, MO 65211 314/882-8311
Department: Practical Arts and Vocational-Technical Education
Adviser: John E. Elias; Bob R. Stewart, Department of Practical Arts and Vocational-Technical Education
Estimated Completion Date: August 1979

A random sample of distributive education teacher-coordinators, distributive education program administrators, and business persons who employ and train distributive education students will be surveyed to obtain data regarding distributive education coordination tasks and how these tasks are perceived by persons associated with the distributive education program. A task inventory of the distributive education teacher-coordinator's job, limited to those tasks existing in the category of coordination, will be developed and validated. Tasks will include teaching, guidance, coordination, public relations, program operation and administration, and Distributive Education Clubs of America (DECA) chapter advising. Responses to each item will be recorded by the participants on a scale labeled "relative importance." The mean and standard deviation will be used to illustrate the degree of consensus of the coordination tasks, and a ranked list of the perceived importance of these tasks by each of the three groups will result. (The study design will be ex post facto.)

DIS-50

Personality Needs in Home Economics Teacher Education.

Researcher: Swisher, Marian
Institution: University of Missouri-Columbia
Address: College of Education
109 Hill Hall
Columbia, MO 65211 314/882-8311
Department: Practical Arts and Vocational-Technical Education
Adviser: Betty B. Martin; Bob R. Stewart, Department of Practical Arts and Vocational-Technical Education
Estimated Completion Date: December 1979

Three hundred of 800 members of the American Home Economics Association will be randomly selected to participate in this ex post facto study of their personal characteristics, life styles, professional development, and personality needs (achievement, dominance, nurturance, and deference). The study will address the following questions: To what extent are there differences in the personality needs of women in home economics teacher education whose primary professional responsibility is teaching or administration? What are the differences that exist between selected factors related to career development and the personality needs of women in home economics teacher education? Is there an interaction between the personality needs and the primary professional responsibility (teaching or administration) and between personality needs and selected demographic factors of women in home economics teacher education? The Edwards Personal Preference Schedule will be used to provide measures of fifteen personality needs; multivariate analysis of variance will be the primary statistical test, using a .05 level of significance.

DIS-51

Professional Education Competencies Required by Vocational Agriculture Teachers in Missouri.

Researcher: Lighari, Abdul Latif
Institution: University of Missouri-Columbia
Address: College of Education
109 Hill Hall
Columbia, MO 65211 314/882-8311
Department: Practical Arts and Vocational-Technical Education
Adviser: Bob R. Stewart, Professor of Agricultural Education
Estimated Completion Date: December 1979

A random selection of twenty percent of the vocational agriculture teachers in Missouri will be surveyed in this ex post facto study to identify and compare the perceived importance of professional competencies needed by vocational agriculture teachers as rated by the incumbents and by a joint staff of teacher-educators and supervisors of agriculture education and will determine the perceived importance of professional competencies needed based on combined input. Perceptions of incumbent teachers will be compared according to selected demographic characteristics: age of teachers, years of teaching vocational agriculture, number of students taught per day, education completed by teacher, enrollment in the school, number of teachers in the department, and enrollment in vocational agriculture in high school. An opinionnaire, Professional Competencies Needed by Teachers of Vocational Agriculture in Missouri, will be developed and will require responses on a six-point Likert scale. For analysis, descriptive statistics will be used to produce a combined mean of responses by teachers and the joint staff, a t-test will be applied to data pertaining to comparison of perceptions, and a Newman-Keuls test and analysis of variance will be used for comparing perceptions according to demographic characteristics.

DIS-52

Work Values and Expectations of Industrial Technology Students and Employers of Industrial Technologists.

Researcher: Lahidji, Robert
Institution: University of Missouri-Columbia
Address: College of Education
109 Hill Hall
Columbia, MO 65211 314/882-8311
Department: Practical Arts and Vocational-Technical Education
Adviser: W. R. Miller, Professor of Education
Estimated Completion Date: Winter 1980

The Meaning and Value of Work Scale will be used to collect comparative data on a sample of students enrolled in an industrial technology program of a large midwestern university and supervisors in firms which have hired industrial technologists from the same institution during the past five years. It is hypothesized that there is a significant difference in the perceptions of the meaning and value ascribed to work by the two groups, causing patterns of conflict to emerge. This conflict can be minimized by using educational experiences to increase the students' sensitivity to the differences which may occur between employer expectation and the meaning and value of work held by the industrial technologist.

DIS-53

Examination of Personality Traits of Successful Teachers of the Disadvantaged and Handicapped.

Researcher: Dick, Kenneth
Institution: University of Nebraska-Lincoln
Address: Center for Business and Vocational Teacher Education
Lincoln, NE 68588 402/472-2570
Department: Administration, Curriculum and Instruction

Adviser: Robert Gades
Estimated Completion Date: June 1980

Personality structures of teachers currently involved with a special needs population will be compared with those of staff involved with non-disadvantaged and non-handicapped students. Two samples representing these populations of teachers chosen at random in Nebraska will be given the California Personality Inventory. The eighteen scores received from the instrument will be compared using a discriminate analysis.

DIS-54

Development of a Computer-Assisted Architectural Drafting Curriculum at Los Angeles City College.

Researcher: Alexman, David
Institution: Nova University
Address: 3301 College Avenue
Fort Lauderdale, FL 33314 305/587-6660
Department: Vocational, Technical, and Occupational Education
Adviser: Jack Michie, Vice President of Instruction, Chaffey College, CA
Estimated Completion Date: June 1979

Effects of computerized architectural drafting upon the architecture industry will be explored and what the response should be of community colleges, specifically Los Angeles City College (LACC), to the advent of computer-aided drafting will be determined. Private architectural practices and architectural firms in the vicinity of LACC will be randomly chosen from a list supplied by the American Institute of Architects. Thirteen community colleges in Los Angeles and Orange counties with architecture programs will be identified from a list provided by the Chancellor's Office of California Community Colleges. A college committee will develop guideline questions for the personal interview phase of the study, an architecture committee will act as a sampling group and a computer committee will direct the search for computer components to best serve LACC's purposes. Treatment of the data will be on an individual basis and responses to each question will be compared to the total responses on a straight percentage basis. Using this research, curriculum will be developed for inclusion in a training program for computer-aided architectural drafting at LACC.

DIS-55

Development of a Postsecondary Flying Safety Course.

Researcher: DiGirolamo, Anton
Institution: Nova University
Address: 3301 College Avenue
Fort Lauderdale, FL 33301 904/672-1219
Adviser: Mantha Mehallis, Director of Institutional Research, 225 East Las Olas Blvd., Fort Lauderdale, FL 33301
Estimated Completion Date: May 1979

Descriptive research will be used to gather data from 100 safety experts throughout the United States to design a meaningful flying safety course which can be used to reduce the aircraft accident rate. The sample population, composed of individuals from the Federal Aviation Administration, U.S. Air Force, major air carriers, and faculty members of an aeronautical university, will be queried regarding the most appropriate context of the course in the areas of flying safety programs, flying safety factors, and aircraft accident investigation; the primary objectives of the course; and the most appropriate teaching method.

DIS-56

Development of an Individualized Curriculum for Word Processing Legal Specialist at Sheridan Vocational Center.

Researcher: McLean, Aileen
Institution: Nova University
Address: 3301 College Avenue
Fort Lauderdale, FL 33314 305/587-6660
Department: Center for Higher Education
Adviser: Arden Pratt
Estimated Completion Date: May 1979

An outline for a new course, that of word processing legal specialist, and learning activity packages (LAPs) will be developed for incorporation into the existing legal secretarial program at Sheridan Vocational Center. Study questions include the following: (1) How extensively is word processing being used in south Florida offices? (2) What types of equipment are most widely used? (3) What are the entry-level skills required for employment? (4) What types of correspondence and document-associated support needs are being used by word processing centers in south Florida legal offices? A survey instrument will be administered to selected members of several professional organizations, interviews with word processing managers will be held, other interviews with word processing managers will be held, other institutions offering similar courses will be contacted, and demonstrations of various types of word processing equipment will be attended. An equipment list including features desirable for word processing equipment and suggested vendors will be developed for the new word processing center at the school. Finally, a plan for implementing and evaluating the new course will be made.

DIS-57

Development of an Information System at South Broward High School.

Researcher: Mahoney, Gloria Vacca
Institution: Nova University
Address: 3301 College Avenue
Fort Lauderdale, FL 33314 305/923-9917
Department: Business Education and Vocational Department
Adviser: Arden L. Pratt
Estimated Completion Date: May 1979

A handbook summarizing the teaching, supervisory, and administrative duties that department chairpersons at South Broward High School (SBHS) are expected to perform will be produced as a result of this investigation conducted to define their roles. Principals, assistant principals, and department chairpersons employed at eighteen secondary schools and two vocational centers will receive a questionnaire asking whether the handbook for department chairpersons would be useful and requesting content suggestions. An advisory committee composed of the principal, assistant principal, department chairpersons, and office manager of SBHS will rate the suggestions; under each of the topics deemed vital, the principals of SBHS will list the duties department chairpersons are expected to perform. Department chairpersons and the office manager will list ways in which they perform duties in each of the categories. Material for the handbook will be organized using this information. Two additional handbooks, one for substitute teachers and one for teachers new to SBHS, will be produced to augment the one for chairpersons.

DIS-58

Development of Comprehensive Courses of Study in Biomedical Electronics for the Broward Community College.

Researcher: Oppenheimer, Samuel L.
Institution: Nova University
Address: Center for Higher Education
3301 College Avenue
Fort Lauderdale, FL 33314 305/587-6660
Department: Center for Higher Education
Adviser: James A. Hoerner, Blacksburg, VA
Estimated Completion Date: August 1979

This study will determine course content, course outlines, laboratory guides and equipment, lesson plans, and texts for comprehensive courses of study in those subjects unique to biomedical electronics. An individualized, competency-based approach will be taken for the courses. In addition, guidelines for cooperative education at participating hospitals will be established.

DIS-59

Incentive Pay System—How It Is Perceived in a Vocational-Technical Institution and a Review of Various Plans.

Researcher: Dorn, Ralph E.
Institution: Nova University
Address: 3301 College Avenue
Fort Lauderdale, FL 33314 305/587-6660
Department: Institute for Higher Education
Adviser: Spiro Mehail, Milwaukee, WI; Ivan E. Valentine, Fort Collins, CO
Estimated Completion Date: August 1979

To provide feedback concerning a merit or incentive pay system from a vocational-technical school staff, and to provide for more research and information from such a staff, three opinionnaires will be developed and given to thirty administrators, thirty teacher union officers, and 475 instructors at the Milwaukee Area Technical College. The instruments will be validated by a panel of experts reviewing them and pilot tested. The Likert scale of five choices to an item will be used. Hypotheses relate to the acceptability of merit pay by the three groups and assume that administrators will approve of merit pay while instructors and union officers will not. The means for all items will be determined as well as percentages of response, percentiles, T-score and stanines.

DIS-60

Personality Traits as a Factor in Occupational Success.

Researcher: Cooper, Carol
Institution: Nova University
Address: Medical Center Campus
Miami Dade Community College
950 NW 20th Street
Miami, FL 33127 305/547-1388
Department: Arts and Sciences
Adviser: James Horner, Nova Univ., Fort Lauderdale, FL
Estimated Completion Date: August 1979

To increase the effectiveness of the Skills Training Improvement Program (STIP) counseling approach, this research will provide information on personality traits as a factor in career choice, student interest, and occupational success of STIP students. A personality inventory will be administered to approximately 450 students in the program. The instrument will consist of a sixty-one-item self-description list based on a nine-point scale. Analysis of covariance will be used to correlate the inventory score and grade point averages across program areas. Chi-squares will be used to determine whether students are placed in program areas as indicated by the California Occupational Preference System (COPS). Differences of the inventory and COPS will be described. Results of the study will provide information on the kind of individualized and group counseling STIP students will need. Recommendations will be made for changes in the training program, and students will be assisted in maintaining their employment status once on the job.

DIS-61

Pre-Entry Program for Recruiting Mature Women for Pensacola Junior College.

Researcher: Miller, Gaylier E.
Institution: Nova University
Address: 3301 College Avenue
Fort Lauderdale, FL 33314 305/587-6660
Department: Vocational-Technical-Occupational Education
Adviser: Albert Pautler
Estimated Completion Date: December 1979

A pre-entry program including an advertising campaign and a six-session pre-entry course will be developed and implemented to encourage mature women to enroll in at least one community college course. Program effectiveness will be measured by the number of participants in the pre-entry course who subsequently enroll or who indicate plans to enroll in the community college. Relative effectiveness of the advertising strategies will be measured by the percentage of pre-entry course participants attracted by each strategy.

DIS-62

Assessment of an Inservice Workshop's Effectiveness in Preparing Teachers to Use an Integrated Instructional Approach for Economic Education.

Researcher: Pierce, Dandal H.
Institution: Ohio State University
Address: Columbus, OH 43210 614/422-7471
Department: Industrial Technology Education
Adviser: Donald G. Lux
Estimated Completion Date: August 1979

Assessment will be made of the effectiveness of the Workshop in Economic Literacy and data will be collected to enhance the effectiveness of similar workshops in the future. Part of the assessment will be to test the feasibility of using the methodology of transactional evaluation to facilitate the integration of subject areas in teaching cross-disciplinary content. Data will be collected on (1) the planning, scope, sequence, organization, and implementation of the workshop; (2) knowledge of economic concepts and principles gained by participants; (3) knowledge of economic concepts gained by students; and (4) attitude changes in participants and students toward selected practices of economic activity. Workshop participants' responses on two forms of a workshop effectiveness survey will be compared. A report will be made of the findings, conclusions, and subject areas to teach economic concepts. Recommendations will be offered based on data collected relative to the effectiveness of the workshop and the resulting local public school instruction in applied economics.

DIS-63

Evaluation of Industrial Arts Education at Alabama A&M University with Recommendations for Improvements.

Researcher: Weir, Theo
Institution: Ohio State University
Address: Columbus, OH 43210 614/442-2661

Department: Industrial Technology Education
Adviser: Donald G. Lux
Estimated Completion Date: August 1979

The industrial arts education curriculum at Alabama A&M University will be analyzed to determine its strengths and weaknesses and to make recommendations for improving the program to meet the needs of teacher education according to standards and guidelines for undergraduate programs in industrial arts education. Industrial education and technology faculty at the university (excluding department chairmen), graduates over the past four years, and employers of these graduates will be given an identical list of competencies on a Likert scale and asked to rate them respectively in reference to the degree of competence possessed or learned and the degree to which these competencies were actually observed or demonstrated. Competency ratings will be compared among teacher educators and graduates, graduates and employers, and teacher educators and employers.

DIS-64

Experimental Study to Determine the Effectiveness of Sketching Practice as a Part of an Audiovisual Presentation on Graphical Calculus.

Researcher: Lemasters, C. Roger
Institution: Ohio State University
Address: Industrial Technology Education
Columbus, OH 43210 614/422-7471
Department: Industrial Technology Education
Adviser: Donald G. Lux
Estimated Completion Date: August 1979

To determine the effectiveness of sketching practice as a part of an audiovisual presentation on graphical calculus, two methods of instruction will be used. One is an experimental slide/tape sequence utilizing a step method with color and response format requiring students to respond intermittently by a brief sketch and/or a multiple choice quiz or true-false selection; the other is a control slide/tape sequence using a step method with color format including the required multiple choice or true-false selections but without the required sketch response. These performances will be evaluated for effectiveness on the basis of a researcher-designed criterion test which will be given a second time also as a retention test. Additional data will be gathered to ascertain student and faculty preferences regarding the experimental and control treatments. A posttest only control group design will be used for the study along with analysis of covariance. Random assignment of the treatments to the groups will be used, and the statistical results of the data will be reported two ways with the classroom and the individual as units of analysis. Null hypotheses are (1) There is no significant difference in the initial achievement or in retention favoring the experimental group, (2) There is no significant difference in the students' or instructors' preference of the experimental or control methods or presentation, (3) There is no significant difference in the experimental method and the traditional method of instruction when initially introducing students to math concepts of differentiation and integration, and (4) There is no significant difference in the preference of students with previous calculus experience with regard to first receiving either the experimental method of instruction or their initial math class experience.

DIS-65

Instructional Sequence for Tractor and Farm Machinery Operation Instruction in Ohio.

Researcher: Azrag, El Sadig El Fadil
Institution: Ohio State University
Address: Department of Agricultural Education
Agricultural Administration Building, 2120 Fyffe Road
Columbus, OH 43210 614/422-6321
Department: Agricultural Education
Adviser: J. David McCracken, Department of Agricultural Education, College of Agriculture
Estimated Completion Date: September 1979

To recommend a sequenced tractor and farm machinery operation training program in Ohio, the order for teaching seven categories of farm machinery operation for teaching the areas or competencies needed in an operation training program will be determined. Comparison will be made of the perceptions of the following four groups who will be served by the program: agricultural production teachers in Ohio high schools, Ohio farmers, university teacher educators of agricultural mechanics in the United States, and service representatives of tractor and farm machinery manufacturers in the United States.

DIS-66

Preference Analysis of Appropriate Business Dress for Corporate Women Professionals.

Researcher: Dillon, Linda Schnulle
Institution: Ohio State University
Address: North Carolina State University
502 Poe Hall, Raleigh, NC 27650 919/737-2241
Department: Occupation Education
Adviser: Anthony A. Olinzock; Aaron J. Miller, Ohio State Univ., Columbus, OH
Estimated Completion Date: June 1979

Interviews will be conducted with male and female professionals at fifteen companies randomly chosen from the "Ohio Industrial Manufacturers' Directory" to determine if there are any underlying considerations governing the perceptions of professional people as to the appropriateness of specific garment styles for female business dress and if a difference exists in the perceptions of appropriateness of garment styles by sex. Subjects will be asked to sort a set of thirty-six garment-photos (three in each of twelve types of garment style categories, e.g., formal to casual) which will be developed for collecting preference data and analyzed by multidimensional scaling. A panel of experts will select one photo from each of the twelve types of garment style categories, e.g., dress versus coordinated outfit, to create a set of sixty-six ordered pairs which will be used to collect comparison data for multidimensional scaling analyses. Additionally, subjects will be asked to respond briefly concerning factors which led to their preference for certain types of garments and to general questions relating to appropriate dress for their particular company. These responses will be used to aid in analyzing the scaling solution and will be reported in the study.

DIS-67

Projected Role of the Cooperative Extension Service in States that Contain both 1862 and 1890 Land-Grant Institutions as Perceived by County Extension Agents, State Specialists, and Administrators.

Researcher: Harrison, Fred, Jr.
Institution: Ohio State University
Address: Department of Agricultural Education
Agricultural Administration Building, 2120 Fyffe Road
Columbus, OH 43210 614/422-6891
Department: Agricultural Education
Adviser: Robert McCormick
Estimated Completion Date: June 1979

A stratified random sample of county extension agents, state specialists, and administrators will be selected from sixteen states to collect data for this ex post facto descriptive survey. The study will (1) identify programs currently operating in states containing both 1862 and 1890 land-grant institutions, (2) determine the perceptions of extension personnel toward future cooperative extension work, (3) provide a description of extension personnel employed by 1862 and 1890 land-grant institutions in terms of demographic variables, and (4) determine the relationship between selected personnel characteristics and the perceptions of extension personnel relating to current and potential programs and future roles.

DIS-68

Student Selection Procedures and the Subsequent Employment of Graduates of Area Vocational-Technical Schools in Area Vocational-Technical Schools in Pennsylvania.

Researcher: Carlos, Ellen Andrews
Institution: Pennsylvania State University
Address: Division of Studies
Rackley Building
University Park, PA 16802 814/865-8361
Department: College of Education
Adviser: S. T. Brantner, Professor of Industrial Education
Estimated Completion Date: November 1979

To determine the student selection procedures now used in Pennsylvania's area vocational-technical schools (AVTS) and to analyze their relationships to the employment of their graduates, all AVTS in the state will be contacted and the selection procedures described. Forty-three schools whose sending schools use similar selection methods will be selected for the study. Information on graduates' employment will be obtained from the Vocational Education Management System of Pennsylvania and divided into areas including those employed in a field related to their vocational studies, persons employed in an unrelated field, persons employed part-time, and those unemployed but searching for employment. Statistical analysis will be used to determine correlations among the student selection procedures and the graduates' employment status.

DIS-69

Major Factors of Job Satisfaction among Middle Managers.

Researcher: Barnett, Richard H.
Institution: Purdue University
Address: Industrial Education Building
West Lafayette, IN 47907 317/494-8348
Department: Industrial Education
Adviser: Jim L. Windle, Professor of Supervision
Estimated Completion Date: June 1980

Designed to validate Katz's concept of job satisfaction on the middle manager group, measures of approximately twenty-five job satisfaction variables will be collected on a random sample of about 200 middle managers. Principle-components factor analysis and orthogonal rotation will be used to analyze the data.

DIS-70

Relationship between Gender-Appropriate Beliefs and Spatial Ability.

Researcher: Angelo, Sandra Ann
Institution: Purdue University
Address: Industrial Education Building
West Lafayette, IN 47907 317/493-8610
Department: Industrial Education
Adviser: Roland B. Guay, Coordinator of Graduate Studies in Industrial Education
Estimated Completion Date: June 1980

The notion that the practice of schools to encourage children to adopt traditional roles of masculinity and femininity may be limiting the cognitive development of these children will be investigated. Belief and spatial data will be collected on a sample of 100 male and 100 female high school juniors to determine whether gender-appropriate beliefs are related to differences in spatial ability within each sex and whether gender-appropriate beliefs are related to between-gender differences in spatial ability. Multivariate and univariate regression procedures will be used to analyze the data.

DIS-71

Study of Student Absentee Rates at St. Petersburg Vocational-Technical Institute Compared to Student Absentee Rates on the Job.

Researcher: Harding, Merrick F.
Institution: St. Petersburg Vocational Technical Institute
Address: 901 34th Street South
St. Petersburg, FL 33711 813/895-3671
Adviser: Durwin M. Hanson, College of Education, North Carolina State University
Estimated Completion Date: August 1979

This study will compare student absentee rates while under training with subsequent absentee rates while on the job and compare absentee rates for the chosen fields of welding, printing, nursing, drafting, radio-TV, general office clerk, and auto mechanics while under training and on the job. The student absentee rate for a ninety-day period will be determined by sending a card and return envelope to each employer. Student absentee rates at the institute will be determined by checking instructors' roll books. The study will use analysis of variance and a Pearson product-moment correlation at the .01 level of significance. Major questions of the study are: Is there absenteeism on the job? Is there a difference between the absentee rates of students with different occupational goals? Is there a difference between the absentee rates of employees in different occupations?

DIS-72

Identification of Vocational and Career Development Competencies for Guidance Counselors.

Researcher: Robertson, William Robin
Institution: University of Tennessee
Address: Knoxville, TN 37916 615/974-2574
Department: Vocational-Technical Education
Adviser: Melvin Miller, Department of Vocational-Technical Education, College of Education
Estimated Completion Date: December 1979

Data will be collected from selected counselor educators and state directors of vocational education in order to identify common vocational and career development competencies needed by guidance counselors to effectively perform their functions. The list of competencies identified by W. C. Graves, University of Tennessee (1975), will be supplemented by a literature review. A panel of authorities who are members of the American Vocational Association and the National Vocational Guidance Association will be polled to determine essential competencies. An opinion questionnaire will be developed and submitted to the target population and selected sample. Data collected will be analyzed through computation of the means, variance, and percentage of each response; the independent sample t-test; Pearson product-moment correlation coefficient; the Scheffe test; the Crombach alpha coefficient for internal consistency; and multiple factor analysis. The hypotheses for this study are: there is no significant difference between the responses of the surveyed respondent groups, and there is no relationship between the correlation coefficient of the competency statements as perceived by the respondent groups.

DIS-73

Effects of "Careers and You" and "Interest Block" Programs on Vocational Maturity among Seventh Grade Students in a Suburban High School District in Southwest Virginia.

Researcher: Hardy, Jerry D.
Institution: Virginia Polytechnic Institute and State University
Address: Blacksburg, VA 24061 703/961-5175
Department: Vocational and Technical Education
Adviser: L. G. Duenk
Estimated Completion Date: December 1979

Effects of two exploratory programs on the vocational maturity development of seventh grade students in four junior high schools will be measured. The following twofold problem will be addressed: Does the "Careers and You" program constitute a superior approach to the development of vocational maturity among seventh grade students? If so, are student mean scores as determined by an appropriate evaluation instrument significantly higher at the end of the thirty-six-week program when compared with the eighteen-week program.

DIS-74

Formulation of Goals for the Collegiate Association of the Vocational Industrial Clubs of America (VICA).

Researcher: Ross, Richard Lee
Institution: Virginia Polytechnic Institute and State University
Address: Lane Hall
Blacksburg, VA 24061 703/961-5444
Department: Division of Vocational-Technical Education
Adviser: Samuel Morgan
Estimated Completion Date: December 1979

Goals for the Collegiate Association of the national vocational youth organization, VICA, for students enrolled in trade, technical, industrial, and health education programs will be compiled from a thirty-member jury of experts. The Delphi technique will be used to facilitate the development of national goals to provide direction to VICA staff and board of directors. The research will provide a model for establishing goals for other vocational youth organizations.

DIS-75

Identification of Essential Components for a Comprehensive Career Development Program for Mature Female Students in Virginia Community Colleges.

Researcher: Gerken, Shirley H.
Institution: Virginia Polytechnic Institute and State University
Address: Blacksburg, VA 24061 703/961-5237
Department: Division of Vocational and Technical Education
Adviser: Samuel Morgan
Estimated Completion Date: June 1979

To provide a planning tool for community college personnel use in establishing comprehensive career development programs for mature women (25-45 years of age), the Delphi technique will be used to solicit ideas from students, administrators, counselors, faculty, and community supporters about components to be included in the program. A national committee will verify the appropriateness of the elements. The component list will be disseminated to the central community college office, to each college within the system, and to the verification committee.

ORGANIZATIONAL RESOURCES

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